

# THE BULLETIN

JANUARY 15, 2001 ~ 54TH YEAR ~ NUMBER 10

## CROSSTOWN TRAFFIC



STEVE BEHAL

## Physics Prof Wins Faisal Prize

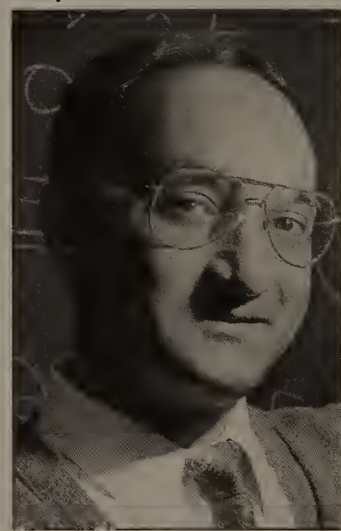
BY JANET WONG

**P**HYSICS PROFESSOR SAJEEV John is the co-winner of one of the science community's most prestigious awards, the 2001 King Faisal International Prize in Science. But it took a series of international e-mails and phone calls for John to be convinced he'd really won.

John, who has been a member of the physics department since 1989, shares the \$200,000 US prize and 200-gram, 22-carat gold medal with Chen Ning Yang, a physics professor at the State University of New York at Stony Brook and 1957 winner of the Nobel Prize in physics. The announcement was made in mid-December in Saudi Arabia.

John himself learned that he'd won the prize last month only after looking up the Web site of the King Faisal International Prize. He happened to be in Australia at the time, checking his e-mail at the University of Adelaide.

"I got this e-mail and wasn't sure what to make of it," he recalled. "Maybe it's a hoax, who knows?"



Sajeev John

"But then I talked to my wife later in the afternoon and she said we'd gotten all these strange calls on our voicemail from five different people from Saudi Arabia who said they urgently wanted to talk to me.... And then the [U of T physics department] chairman [Henry van Driel] sent me an e-mail saying

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## Vaccine Reverses Alzheimer's in Mice

BY STEVEN DE SOUSA

**R**ESearchers in the Faculty of Medicine have discovered that a vaccine may help prevent and treat the disabling memory loss and dementia associated with Alzheimer's disease. The vaccine is ready to be tested on humans.

In a study recently published in *Nature*, scientists at the Centre for Research in Neurodegenerative Diseases (CRND) showed that mice afflicted with Alzheimer's recovered their ability to learn and

remember a task after being vaccinated with amyloid beta peptide, a toxic biochemical compound that occurs naturally in humans.

Alzheimer's occurs when these peptides accumulate in the brain, forming amyloid plaque deposits and injuring nerve cells, eventually destroying the brain's ability to reason, remember, imagine and learn. While previous studies have shown that vaccinating genetically altered mice with this peptide could remove the amyloid plaques, there was never any evidence of improve-

ment in brain function.

After developing transgenic mice with amyloid plaques and cognitive impairment similar to those found in human Alzheimer's, scientists at the centre determined that immunization with amyloid beta peptides blocked both the production of the plaques and learning impairment.

"Not only were we able to clean up the brain tissue but we also prevented the behavioural consequences of Alzheimer's," said Professor Peter St George-Hyslop, director of CRND and a neurolo-

gist at Toronto Western Hospital, University Health Network. "Obviously it is more important that a treatment or prevention in humans be able to block the clinical dementia."

St George-Hyslop and his colleagues say the amyloid beta peptide vaccination is ready to be tested on humans.

Christopher Janus is a research associate at the centre and the study's first author. He said the results also show that pharmaceutical treatments directed at blocking the peptide formation or that accelerate its removal might also be good ways to treat Alzheimer's — either alone or in conjunction with other interventions like vaccination. "In the future there might be a cocktail of treatments including drugs which block formation and inhibit the toxicity and then a vaccination which will remove the plaque."

Professor David Westaway of laboratory medicine and pathobiology and one of the study's co-authors believes "there is little doubt" that Alzheimer's is initiated by amyloid beta peptides. "If results from our laboratory studies hold true in humans, this vaccine might well play a key part in eradicating the disabling dementia," he added.

Scientists at Elan Pharma-

~ See ALZHEIMER'S: Page 4 ~

## 39 Research Chairs Approved

BY PAUL FRAUMENI

**T**HE UNIVERSITY OF TORONTO secured 39 chairs nominated last August in the first round of awards in the federal government's new Canada Research Chairs (CRC) program. The government announced its decision in December.

"We couldn't be happier that the excellence of our nominees has been endorsed and recognized so thoroughly by the government of Canada," said President Robert Birgeneau. "We are extremely grateful."

The university was allocated 271 chairs — the most of any institution in Canada — which will be established strategically across a range of

research fields over the next five years. U of T will submit nominations at quarterly periods in keeping with its Strategic Research Plan.

"This is a stunning start to the university's involvement in the CRC program," said Professor Heather Munroe-Blum, vice-president (research and international relations).

One of the benefits of the CRC program was its support across disciplines, she noted. "We are especially pleased that a number of innovative chairs will be created in the humanities and the social sciences," she said. "U of T has the largest complement of CRC chairs in these areas in Canada and we are looking forward to enhancing our

truly leading-edge scholarship over the coming years."

The U of T recipients are: Tier I (seven-year awards to senior faculty recognized as international leaders in their fields): Monica Boyd (sociology); Ian Brown (central nervous system — organic); Patricia Brubaker (endocrinology); Richard Collins (molecular biology); Gregory Downey (respiration); Ross Ethier (fluid mechanics); Mark Henkelman (multidisciplinary health research); Brad Inwood (classics, classical and dead languages); David Jenkins (metabolism and nutrition); Sajeev John (condensed matter physics);

~ See RESEARCH: Page 4 ~



## IN BRIEF



### U of T grad students win PRI awards

SOME U OF T GRADUATE STUDENTS ARE HAVING AN IMPACT ON Canada's policy environment before they even finish their degrees. Canada's Policy Research Initiative (PRI) recently recognized six U of T students for their outstanding public policy research. Twenty-two Canadian Policy Research Awards Graduate Prizes were awarded, with U of T receiving more than any other university in the country. The winners were: Patricia Baranek (health administration), Amrit Kaur Bhuie (forestry), Isla Carmichael (OISE/UT), Myrna Dawson (sociology, criminology), Maureen Dobbins (health administration, nursing) and Jennifer Stephen (history). The awards are sponsored by PRI in partnership with the Social Sciences and Humanities Research Council, the Natural Sciences and Engineering Research Council and the Canadian Institutes of Health Research.

### Daniels reappointed

PROFESSOR RON DANIELS HAS BEEN APPOINTED TO A SECOND TERM as dean of the Faculty of Law. The reappointment marks the first time in the faculty's history that a dean has been invited to serve a second term. The additional six-year term means that Daniels, first appointed in 1995, will lead the faculty until 2007. As dean, Daniels has overseen a period of considerable growth with the recruitment of 20 new faculty members, the establishment of a national pro bono program and creation of 16 endowed chairs and a \$15 million student financial aid fund. He is also active in public policy formulation and was chair of both the Ontario Task Force on Securities Regulation and the Ontario Market Design Committee. Daniels is chair of the Ontario Law Deans and immediate past president of the Canadian Law Deans. One of his key priorities in his second term will be to strengthen the faculty's international programs and reputation.

### Positive space co-ordinators named

MARGARET HANCOCK, WARDEN OF HART HOUSE, AND PROFESSOR Brian Pronger of the Faculty of Physical Education and Health, have been named the new co-ordinators of the positive space campaign effective Jan. 1. They replace Professor David Rayside of political science who is stepping down from the position after five years (part of this time he shared this position with Professor Rona Abramovitch of the Transitional Year Program). The positive space campaign works towards a positive campus environment for gays, lesbians, bisexuals and the transgendered.

## AWARDS & HONOURS



### Faculty of Arts & Science

PROFESSOR EMERITUS PAUL GRENDLER OF HISTORY was awarded the Roland H. Bainton Reference Book Prize of the Sixteenth Century Studies Congress as editor of the best reference work of 1999 for *Encyclopedia of the Renaissance* (six volumes). As well the encyclopedia received the 2000 Dartmouth Medal of the American Library Association as the best reference work in any field to appear in 1999.

PROFESSOR BARRY WELLMAN OF SOCIOLOGY AND the Centre for Urban and Community Studies has been selected to receive the Canadian Sociological and Anthropological Association Outstanding Contribution Award for 2001. Wellman will receive the award at the association's annual meeting in May for his long-standing and important contributions to sociology through his scholarship and other professional work.

### International Student Centre

BEN YANG, CO-ORDINATOR OF THE INTERNATIONAL Student Centre, has been elected to the board of the Canadian Bureau for International Education. Dedicated to promoting international education to Canadian academic and political leaders and forging academic links internationally, the bureau's activities are advocacy, research and information services, training programs, scholarship management and professional development.

### Faculty of Medicine

PROFESSOR NEIL CASHMAN OF THE DEPARTMENT OF medicine and the Centre for Research in Neurodegenerative Diseases was this year's recipient of the Salk Award of the Ontario March of Dimes for his work in post-polio syndrome and other motor neuron diseases including ALS. Cashman received the award Dec. 12 at the organization's Paul Martin Sr. dinner.

PROFESSOR MICHAEL FEHLINGS OF SURGERY RECEIVED the Outstanding Clinical Research Award of the Cervical Spine Research Society at the society's

annual meeting Dec. 1 in Charleston, North Carolina. He received the award for his research entitled *Molecular Mechanisms of Cell Death in Human Cervical Spondylotic Myelopathy: Evidence for Apoptosis, Death Receptor Expression and Caspase 3 Activation*. As well his graduate student Gwen Schwartz of the Institute of Medical Science received the Outstanding Resident or Fellow Award.

PROFESSOR DONALD LOW OF LABORATORY MEDICINE and pathobiology has been named recipient of the 2001 BD Award for Research in Clinical Microbiology for his outstanding achievements in the field of microbiology. Low will receive the award, presented by the American Society for Microbiology and the Academy of Microbiology, at the 2001 American Society for Microbiology general meeting in May.

### University of Toronto at Mississauga

UTM'S NEW FIRST-YEAR RESIDENCE COMPLEX, Phase VI, was the winner of the City of Mississauga 2000 Urban Design Award of Excellence. Created by Baird Sampson Neuert Architects Inc., Fliess Gates McGown/Architects Inc. and Neil Turnbull Ltd., the building was cited for its overall design and quality of construction. As well the new student centre was named one of the nine Millennium Design Icon buildings in Mississauga in recognition of its outstanding architecture, landscape architecture, community design and open space development. The centre was designed by Kohn Shnier Architects and PMA Landscape Architects.

### Vice-President & Provost

PROVOST ADEL SEDRA HAS BEEN AWARDED THE Alumni of Distinction Award from the Faculty of Dentistry. Although it is rare that the Faculty of Dentistry alumni recognize the contribution of someone not active in their discipline as an educator, researcher, care delivery provider or faculty employee, the provost was honoured for his encouragement and support of many of the faculty's initiatives.

## ON THE INTERNET

### FEATURED SITE

#### Sensitive topics for shy teens



CYBERISLE SOUNDS LIKE A desert island resort for computer geeks but is in fact a Web site geared to teens' health concerns. Initially developed by the department of public health sciences with the assistance of youth participants to

design the funky graphics and user-friendly navigational layout, the site allows teens to explore relevant health, social and personal issues (e.g. smoking, body image, drug abuse). The really interesting thing is that users can remain anonymous, allowing shy teens to access the content in a non-judgemental environment. They can then ask questions or chat with peers on topics such as body art, eating disorders and help hotlines. To date, the site has recorded over 2.5 million hits and 30,000 registered users.

<http://www.cyberisle.org>

U OF T HOME PAGE  
[www.utoronto.ca](http://www.utoronto.ca)

THE CAMPAIGN FOR U OF T  
[www.uoftcampaign.com](http://www.uoftcampaign.com)

RESEARCH UPDATES (NOTICES)  
[www.rir.utoronto.ca](http://www.rir.utoronto.ca)

PHD ORALS  
[www.sgs.utoronto.ca/phd\\_orals.htm](http://www.sgs.utoronto.ca/phd_orals.htm)

U OF T JOB OPPORTUNITIES  
[www.utoronto.ca/jobopps](http://www.utoronto.ca/jobopps)

If you want your site featured in this space, please contact Audrey Fong, news services officer, at: [audrey.fong@utoronto.ca](mailto:audrey.fong@utoronto.ca)



### SITES OF INTEREST

#### Everything you ever wanted to know about...

MARIAN PRESS, CO-ORDINATOR OF REFERENCE AND INFORMATION technology in the OISE/UT Library, has recently collated a number of site links relating to Canadian education on the World Wide Web. The site is an impressive compilation of site links of clearing houses, databases and directories; national organizations; distance education; journals; libraries; networks; and a whole lot more. Kudos to Press for such a massive undertaking in her quest for updated and relevant information.

<http://www.oise.on.ca/~mpress/eduweb.html>

#### Caring about child care

THE CHILDCARE RESOURCE AND RESEARCH UNIT PROVIDES information on early childhood care, education research and policy. There are numerous working papers, fact sheets and ongoing research projects, including the recent You bet I care! study that prompted much media attention concerning the poor working conditions and learning environments within our nation's child-care facilities. The unit is part of the Centre for Urban and Community Studies.

<http://www.childcarecanada.org/>



## CURIOSITIES



## An Impressive Past

BY MICHAH RYNOR

NOT ONE, BUT 10 ANTIQUE PRINTING PRESSES CAN BE FOUND IN THE basement of Massey College, all kept in tip-top shape so that students studying English and other disciplines can better understand the impact of these majestic machines on the production and transmission of texts in years gone by. This one-ton cast-iron Columbian press (circa 1842) was made in Scotland and originally used by Clement & Grimes publishers in Houghton-le-Spring, England. The name Columbian was an act of patriotism, as the name Columbia was used as a common reference to the United States at the time and the original patent on the press was American. And just to drive the patriotic point home, an eagle acts as a counterweight at the top of the press. It was acquired by the college in 1971 from a former English professor at the University of Newcastle.

## Accolades Won

WINNING GOLD, SILVER AND bronze, U of T garnered 13 awards in the Council for Advancement and Support of Education (CASE) District II Accolades Awards program for alumni relations, communications and philanthropy.

Q & A: University of Toronto National Report (1999) won two gold awards, one in the Fundraising Publications (annual reports) category, the other in Individual Institutional Relations Publications, while the Rotman School of Management's MBA brochure earned gold in Visual Design in Print.

Silver awards went to the *University of Toronto Magazine* in two categories, Best Articles of the Year for Jack Batten's article on President Emeritus Robert Prichard, Decade of the Dynamo, published in the Summer 2000 issue, and Visual Design in Print (illustrations) for Steve Munday's illustration for The Cosmic Speed

Limit in the same issue. Also winning silver was Rotman's MBA application package (Student Recruitment Publications — Packages).

Winning bronze were: the Chancellor's Dinner materials, invitations and CD program, (Visual Design in Print); the Faculty of Music logo and visual design (Visual Design in Print); the Annual Fund brochure (Fundraising Publications), all entered by advancement communications; Rotman's MBA brochure (Student Recruitment Publications — Individual) and its overall marketing effort in Marketing Programs; the *University of Toronto Magazine* (Visual Design in Print) for the Spring 2000 issue celebrating the 100th anniversary of the U of T Alumni Association; and the Faculty of Arts & Science's liberal arts advertising campaign in the Print Advertising (special programs advertising).

# Chun Process Disputed

BY MEGAN EASTON

MEMBERS OF ACADEMIC BOARD soundly defeated a motion raised at the Jan. 11 meeting that questioned the process leading to Kin-Yip Chun's reappointment to the physics department in September.

The motion, raised by Professor John Furedy of psychology and Professor Fred Wilson of philosophy, affirmed the "primary responsibility" of academic units in appointing academic staff. Only the academic units, it said, "possess the requisite disciplinary expertise to make a judgement."

After an extensive discussion, only Furedy and Wilson voted for the motion. Several members said the motion added nothing new to the current policy on academic appointments, which already emphasizes the importance of academic units' expertise. Opponents of the motion also expressed dissatisfaction with its intent, wording and implications. Others refuted

Furedy's allegations that the administration disregarded procedure and did not adequately consult physics faculty members in the Chun settlement.

"I have to make it very clear that the decision to make the appointment that is being criticized here was made with the positive advice of the department chair in physics," said Professor Carl Amrhein, dean of the Faculty of Arts and Science. "In my mind there is absolutely no way anyone can reasonably make the case that the administration did not follow proper procedure." He said the motion only adds confusion to the current appointment process, which is flexible and involves the shared responsibility of hiring committees, faculty members, directors, deans and others. "We have an appointment procedure that is the envy of many of our peers."

Professor Michael Marrus, dean of the School of Graduate Studies, said the balance of authority in the academic appointment process at U of T is appropriate and effective

and properly recognizes the autonomy of academic divisions. "The University of Toronto is remarkably attentive to the academic expertise of our units," he said, noting that he researched the appointment policies of some peer universities in coming to this conclusion. Professor Ronald Kluger of chemistry said the role of the administration in appointments protects faculty members by providing a fair recourse beyond academic expertise when necessary.

The Chun appointment constituted an abuse of academic power, Furedy said, and it could affect the "future balance of academic power" at the university and have an impact on the selection process for the Canada Research Chairs. Professor Anthony Key of physics told the board he and his colleagues in the department felt betrayed by the lack of consultation when Chun was reappointed and though the appointment may have fallen within policy guidelines it was not acceptable. Key abstained from the vote.

## York Students Flock to U of T

BY JUDY NOORDERMEER

WHILE PART-TIME FACULTY and graduate teaching assistants at York University are back to work, U of T is still experiencing the ripple effect of the 11-week labour dispute.

As many as 30 to 40 York students are now taking courses at U of T this term on letters of permission, said Damon Chevrier, registrar at Woodsworth College, which co-ordinates letter of permission applications for U of T. That's an estimated two- or three-fold increase from previous years. The letter gives a York student visiting status at U of T, allowing him or her to take a course here but have the credit apply towards their York degree.

"We might have admitted 25 visiting students in total in January in the past," Chevrier said. "We're now up to around 60 or 70 and many of them are York students."

Interest in studying at U of T was

stronger than the numbers suggest. According to university registrar Karel Swift, dozens of York students contacted U of T in the days leading up to the Jan. 11 settlement between York's administration and the Canadian Union of Public Employees (CUPE) representing the striking workers. However, U of T's ability to accommodate the students was limited by an already bulging enrolment.

"We really are a full-year institution and there are very limited course options in January," Swift said. "Most of what students want would be full with our own students."

In late December Toronto media reported that the province was considering moving York undergraduates to other universities if the labour dispute continued. That news came as a surprise to U of T administrators.

"It wasn't clear what the mechanism was," said Chevrier. "I think it was well intentioned, but not particularly well thought out."

Meanwhile, members of the unions representing U of T graduate assistants, teaching assistants and facilities and services workers joined York picket lines on several occasions to demonstrate their support. Jorge Sousa, president of U of T's Graduate Students' Union, said his members kept a watchful eye on the York negotiations. The deal, he said, will have an impact on contract negotiations "right across the province."

While praising the high level of financial support available to graduate students at U of T, Sousa said it was "very significant" that York — a school "not nearly as wealthy as U of T" — agreed to teaching assistants' demands for a tuition rebate. The rebate would cover any tuition increases over the duration of the two-year contract.

"That will certainly be looked at during bargaining," Sousa predicted.

Contracts between U of T administration and its teaching assistants and graduate assistants expire on Aug. 31.

## Loan Defaults Continue to Drop

BY SUSAN BLOCH-NEVITTE

U OF T STUDENTS, WHO RECEIVE more Ontario student loans than any other university in the province, have among the lowest default rates on those loans.

The university's default rate is 5.1 per cent on more than 5,300 loans through the government's student loan program, according to new data from the Ministry of Training, Colleges and Universities. The figure is substantially below the overall 15.7 per cent rate for the post-secondary system and well below the university average of 7.1 per cent.

Default rates system-wide have dropped by a few percentage points for the third consecutive year although private vocational schools

still outpace all other institutions with a default rate of 28.9 per cent. The default rate for colleges is 17.2 per cent. Only the university system has maintained a default rate that is well below the ministry's target of 10 per cent.

Professor Ian Orchard, vice-provost (students), credits the university's unprecedented student financial support guarantee as helping reduce the U of T's default rate. "We have an outstanding financial aid program that is assisting students throughout their programs," he said. The guarantee ensures that no academically qualified student will be prevented from beginning or completing his or her education due to financial need.

Orchard also noted that graduating students are successful at

finding jobs, enabling them to pay back their loans. A survey by the Council of Ontario Universities found that 96.4 per cent of Ontario university graduates were working two years after graduation.

The education ministry cited new scholarships and grants such as the Ontario Student Opportunity Grants and tax credits on loan interest as contributing to the reduced default rates. The ministry's current default rate reflects the percentage of students who were issued loans in the 1997-1998 academic year and were in default as of July 2000. A loan is in default when a student has been in arrears on payments for three consecutive months and the government has paid the default claim submitted by the lenders.



## SPECIAL EVENTS

**NEW! First Annual Poetry Contest** - Open to all members of Hart House, students, senior and joint plan members who have not published a book of poetry or the equivalent of 48 pages or more perfect bound. First prize - \$150, second prize - \$100 and third prize - \$50. Details and entry forms available at the Hall Porters' Desk. Deadline is Wed. Feb. 14.

**Winter Carnival** - Come and enjoy a day of fun and food at Hart House Farm, Sat. Jan. 20. Families and children welcome! See add this issue. Call 978-2447 for more information.

**"A Clockwork Gorbachev"** by Moggle Macdonald will be performed at the U of T Drama Festival, Wed. Jan. 24 at 7:30pm in the Hart House Theatre. Call 978-8668 for tickets.

**Graduate Committee Dinner Series** - Max Allen, Textile Museum Jan. 10, Prof. J. Edward Chomberlin Feb. 14 and Justice Marvin Zucker, Mar. 7 at 6pm. Call 978-2447 for tickets.

**Galler Club Wine Tasting Dinner** - Tickets are still available for the Thurs. Jan. 25 dinner at 6:30pm. Members and guests \$59. U of T students \$49. Call 978-2447 for details.

**One-Act Play Writing Contest** - Submissions will be accepted at the Hall Porters' Desk up to Mar. 1, 2001. Call 978-6315 for details.

## ART

**Pleasures of Flesh** - "Kaleidoscope of Adornment" - Pulmond Yee discusses non-permanent methods of body modification, Thurs. Jan. 25 at 7pm.

**The Justina M. Barnicke Gallery** - "Women's Art at Hart House: Then and Now". Runs from Jan. 4-28. Tour on Thurs. Jan. 18 at 7pm. Call 978-8398 to reserve.

**Arbor Room** - "Hope", selected works by Colleen Nicholson. Runs Jan. 4-27.

**Hart House Art Competition** - Pick up entry forms at the Hall Porters' Desk. First prize \$400, second prize \$300, third prize \$150. Submission dates are March 1, 2, and 3, 2001.

## LIBRARY

Call 978-5362

## CLUBS & COMMITTEES

**Bridge** - Play Duplicate Bridge on Tuesdays at 6:30pm and Rubber Bridge on Thursdays at 6:30pm in the Reading Room. Call 946-7323 for more information or check our website at bridgeclub.harthouse@utoronto.ca

**Drama** - Come to our open meeting Wed. Jan. 17 from 5-6pm in the Music Room. Auditions for *Who Killed Elvis Presley* will be held Thurs. Jan. 18 and Fri. Jan. 19, 6-10:30pm in the North Dining Room, and auditions for *Boam* will be held Sun Jan. 21 from 1-5pm. Sign up at the Hall Porters' Desk. Call 978-6315 for more information.

**Film Board** - "Show Your Shorts" at the Hart House Film Board's Gala Screening and Competition, Thurs. Mar. 15 at 7pm. Cash prizes in five categories. Entry forms at the Hall Porters' Desk. Deadline for submissions is 5pm, Thurs. Mar. 1, 2001. For more information, see the Web site at hftb.ca.utoronto.ca

**Singers** - Sign up on Mon. Jan. 15 at 6:30pm in the Great Hall. Call 978-6315 for more information.

## ATHLETICS

CALL 978-2447  
**Winter-Spring Athletics Guide** is available to pick up at the Membership Services Office, Athletics Desk and Hall Porters' Desk. Also see the Hart House Web site: www.utoronto.ca/harthouse

**8th Annual Hart House Indoor Triathlon**, Sat. Feb. 3 from 7am-2pm. We need volunteers! Drop by the Membership Services Office or call 978-2447 by Fri. Jan. 19.

# HART HOUSE

## UNIVERSITY OF TORONTO

# Physics Prof Wins Prize

~ Continued From Page 1 ~

that he got a message as well. So when you hear it from many sources, you start believing it," John said with a grin.

The U of T community learned of the award around the same time, with President Robert Birgeneau informing Governing Council at its December meeting. Birgeneau recalled teaching John introductory

physics at the Massachusetts Institute of Technology. At certain times in his career, Birgeneau added, he sometimes forgot why he got involved in teaching. It's at times like these, he said, that he remembers: "It's because of people like Sajeev John."

In winning the Faisal Prize, John was cited for his pioneering theoretical work on the localization of light

and the development of photonic crystals, materials that may revolutionize the way light is used in information technology. It is hoped that the use of electrons to transmit messages within telecommunications devices and computers can be replaced by light. This would lead to faster, cheaper and more versatile tools and would transform the computer and telecommunications industries.

# Research Chairs Approved

~ Continued From Page 1 ~

Lewis Kay (biochemistry); Frank Kschischang (electrical and electronic engineering); Tak Mak (cell biology); Norman Murray (astronomy and astrophysics); John Myles (sociology); Geoffrey Ozin (inorganic chemistry); Martin Post (respiration); Brian Robinson (metabolism and nutrition); Barry Sessle (central nervous system — organic); Philip Sherman (gastro intestinal disease); Marla Sokolowski (genetics); Elis Stanley (central nervous system — organic); Rosemary Sullivan (literature); Michael Tyers (biochemistry); Peter Zandstra (biomedical engineering).

Tier II (five-year awards for younger researchers who are recognized as rising leaders in their fields): Charles Boone (molecular biology); Hue Sun Chan (biochemistry); Dennis Cvikovitch (microbiology); Karen Davis (central nervous system —

organic); Shitij Kapur (mental and behavioural disorders); Gary Lewis (diabetes mellitus); Josef Penninger (cell biology); Régis Pomès (physical chemistry); Susan Quaggin (genito-urinary system); Edward Sargent (electrical and

electronic engineering); Molly Shoichet (biomedical engineering); Jack Tu (health services research — general); Christopher Yip (biomedical engineering); Mei Zhen (life sciences related to human health and disease).

# Alzheimer's Reversed

~ Continued From Page 1 ~

ceuticals in California are already conducting preliminary trials on humans. If these trials are successful, larger scale testing can begin on the vaccine's therapeutic effectiveness, perhaps within a year.

According to John Ellis, executive director of the Alzheimer Society of Ontario, this type of breakthrough wasn't even imaginable 10 years ago. "We are just thrilled at this breakthrough and proud to be associated with the world-class research being

done at the CRND." In 1997 the society committed \$2 million to establish a research chair at U of T devoted to the study of the disease. "Families are beginning to see that all of the money being devoted to research is paying off."

This study was supported by the Alzheimer Society of Ontario, the Canadian Institutes of Health Research, The W. Garfield Weston Foundation, the Howard Hughes Medical Institute and the U.S. National Institute of Aging.

# Faculty of Arts and Science and the Centre for the Study of the United States Lectures and Seminars

**Thursday, January 25, 2001**

**Lecture** - "The Colonial Revival Goes West: History and Culture in Owen Wister's *The Virginian*" by Harvey Green, Professor of History, Northeastern University, Boston, to be held 5:00-6:00 p.m. in Sidney Smith Hall, Room 2110.

**Friday, January 26, 2001**

**Seminar** - "History and Historical Consciousness in American Literary and Material Culture, 1820-1920" by Harvey Green, Professor of History, Northeastern University, Boston, MA to be held 2:00-4:00 p.m. in the Munk Centre, Room 208N.

**Tuesday, January 30, 2001**

**Lecture** - "I've Still Climbin': African American Narratives of Identity, Resistance and Respectability" by Rick Halpern, Professor Department of History, University College London, England to be held 5:00-6:00 p.m. in Sidney Smith Hall, Room 1069.

**Wednesday, January 31, 2001**

**Seminar** - "Race and Labor in the Canefields: Sugar Workers, Planters and the States in Louisiana and South Africa, 1880-1920" by Rick Halpern, Professor, Department of History, University College London, London, England to be held 2:00-4:00 p.m. in the Munk Centre, Room 208N

**Thursday, February 8, 2001**

**Lecture** - "Buy American? Foreigner-bashing and the Politics of Popular Economic Nationalism in the U.S., 1930-2000" by Dana Frank, Professor of American Studies, University of California, Santa Cruz, to be held 5:00-6:00 p.m. in Sidney Smith Hall, Room 2110.

**Friday, February 9, 2001**

**Seminar** - "Whose Economic Nation? 'Buy American Campaigns' and the Politics of Popular Economic Nationalism in the Twentieth Century U.S." by Dana Frank, Professor of American Studies, University of California,

Santa Cruz, to be held 2:00-4:00 p.m. in the Munk Centre, Room 208N.

**Tuesday, February 13, 2001**

**Lecture** - "Urban Social Movements as Social Capital?" by Margit Mayer, Professor, John F. Kennedy Institute for North American Studies/Department of Political Science, Free University, Berlin to be held 5:00-6:00 p.m. in Sidney Smith Hall, Room 1069.

**Wednesday, February 14, 2001**

**Seminar** - "Modelling Post-welfare Capitalism: the Inclusion of CBOs in Local Welfare-to-Work Experiments" by Margit Mayer, Professor, John F. Kennedy Institute for North American Studies/Department of Political Science, Free University, Berlin from 2:00-4:00 p.m. in the Munk Centre, Room 208N.



FACULTY OF  
ARTS & SCIENCE



# Media Unfairly Blamed for Violence, Study Says

BY MEGAN EASTON

PSYCHOLOGY PROFESSOR JONATHAN Freedman says violent movies do not create violent viewers and this conviction often casts him as the bad guy in a drama that has captured the public imagination.

It is considered common wisdom in North American society that media violence breeds aggression and crime in both children and adults. But Freedman has debunked this widely held theory by taking a hard look at the science behind it.

He and a group of graduate students first started looking at studies on the effects of violent media almost 20 years ago in a course on research methodology. They were immediately struck by the disjunction between the true study results and what had been presented to the public. "The way the research had been described by the so-called experts and in the literature and all the textbooks was simply incorrect — the research did not show what they said it had shown," he said.

Though Freedman's primary research is in psychology and the law, this initial revelation ultimately led to a sabbatical to further pursue the subject. With funding from the Motion Pictures Association (MPA), Freedman wrote a thorough review of every published study on the impact of exposure to media violence. Aware of the possible conflict of interest with MPA, he ensured that his contract did not allow the organization to see his study until it was fully complete. After almost 500 pages of analysis, his findings are unequivocal.

"The scientific evidence simply does not support the theory that watching violence either produces violence in people or desensitizes them to it," Freedman said. The problem is not so much with the quality of the research, which he said "varies from ridiculous to reasonably good," but with the results and their applications.

Many groups and individuals who claim to be authorities on the

subject have cited several hundred and even thousands of studies that prove violent media cause violence in viewers, but Freedman found only about 200 studies had ever been done on the subject. And of these 200, less than half conclude that media violence has any causal effect on audiences' violence.

These results have not been well-received by the "true believers," as Freedman calls them, who blame violence in the media for violence in society regardless of any evidence to the contrary.

Media violence is not a hot topic in Canada right now but the U.S. is another story, he said. It was an issue in the American election and Freedman appeared recently in an episode of the television program *20/20* on the subject. Some major organizations, including the American Medical Association and the American Psychological

## PEOPLE INTUITIVELY ASSUME TELEVISION VIOLENCE IS BAD

Association, have also weighed in against violent media. "All these groups intuitively assume that television violence is bad. They don't like the violence, they don't like crime and they assume it's bad." But he stands by the scientific facts.

Freedman does not deny that some of the studies he reviewed do show increased aggressiveness in viewers of media violence but he says these effects are extremely weak and inconsistent and have several plausible explanations. One problem he has with the studies is that many of them do not distinguish between play fighting that imitates violent shows and true aggression in children. "The sweetest, gentlest, least aggressive kids can do play fighting. And vice versa, the roughest, toughest kids may never engage in play fighting."

Critics of media violence argue that action films teach children that violence is prevalent, acceptable

and rewarded in society. Yet Freedman says the standard plot is that villains start the violence then good guys answer it and eventually win. "So maybe the message children learn is if you start violence you're going to lose," he says. And the heroes who avenge the violence with violence are not everyday people but "police, power rangers, Superman, Batman" — people who protect society and are allowed to use violence.

Real-life violence is very different from imaginary violence, in Freedman's view, and even very young children can make the distinction. He said ubiquitous news reports of events like the Columbine massacre may have inspired the similar crimes that followed. "I believe that kids do imitate the real world, and that was real, that wasn't fiction."

"There is nothing in terms of fictional violence that I would prevent children from watching," he continued. "Once it becomes non-fiction it's a totally different matter. Real violence I think upsets kids a lot — news programs or documentaries. Children know the difference." But he also acknowledged that some children are disturbed by fictional violence and they should be protected from it.

Deciding whether or not children should be allowed to watch media violence is a personal judgement, he said, based on the individual child and parents. "My feeling about it is everyone, every parent particularly, is free to say, I don't want my children exposed to this, I object to it on moral and esthetic grounds, it's unseemly and so on. And just like anything else in the media parents can do this. That's a personal judgement."

Freedman himself enjoys a good action movie. He says he finds them "restful" because they are mindless and allow pure escapism, but nothing beats a well-executed drama. As for his own role in the public drama on media violence, a change of heart for his character is definitely not in the script.

## KITWANCOOL TOTEMS



Emily Carr's Kitwancool Totems (1928) was purchased in 1929 by the Hart House Art Committee, the first of the work of women artists acquired over the past 70 years. The exhibition, *Women's Art at Hart House: Then and Now*, is a selection from the Hart House permanent collection and runs until Jan. 28 at the Justina M. Barnicke Art Gallery.



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invites readers to submit information regarding awards and honours as well as death notices of staff and faculty. Please include as much background information as possible and in the case of obituaries, a CV is especially welcome.

Please send, deliver or fax the information to:

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# Biographies Now on CD

BY MICHAH RYNOR

A CD-ROM, CONTAINING THE life stories of 7,787 Canadians and others deemed important to the development of this country, will soon be released by the *Dictionary of Canadian Biography/Dictionnaire biographique du Canada*.

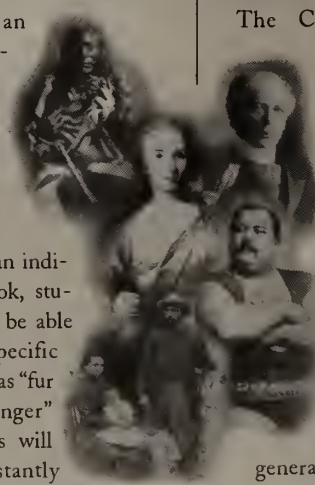
The entire 28 English and French volumes of the dictionary as well as an extensive picture gallery of Canadian notables will be accessible on one disc.

"This is the kind of educational tool that today's students expect," said Ramsay Cook, general editor of the DCB. "Making a CD-ROM

version available means researchers can access all of our volumes in an entirely different and faster way." For example, Cook said that instead of looking up the exact name of an individual in a book, students will now be able to type in specific keywords such as "fur trader" or "singer" and the names will be listed instantly along with helpful cross

references. Visual aids will also be available.

The CD-ROM, funded by Hollinger Inc. and the *National Post*, the Historical Foundation of Canada and the federal government's Canadian Millennium Partnership Program, will be made available free of charge to some 13,000 schools and libraries across the country before it is sold to the general public sometime this spring.



# Student Web Voting a Go

BY JANET WONG

UNDERGRADUATE STUDENTS will take another step into the Web world when they vote for representatives on Governing Council this year.

At its December meeting Governing Council approved the use of Web-based voting for the election of its four full-time and two part-time undergraduate students. According to Susan Girard, chief returning officer, the move is intended to combat low voter turnout by providing a good, fair and convenient voting method for

students. Historically Governing Council elections have experienced quite low turnouts — generally less than 10 per cent.

This year's Governing Council elections are slated to take place during the week of March 19.

The process is also very simple, noted Girard. From either their home computer or one of the 11,000 on campus, undergraduates can log on to vote at [www.rosi.utoronto.ca](http://www.rosi.utoronto.ca). After entering their personal addresses and verification data, they can vote for representatives on Governing Council and Students' Administrative Council, which are run

at the same time. SAC has offered its support of Web-based voting.

However, some student members of Governing Council expressed concerns about the design, security and implementation of the voting method and the possibilities of computer hacking or vote tampering.

In response, Brian Burchell of the University Affairs Board, noted that when Web-based voting was introduced in conjunction with regular ballot polls last year, there were no instances of hacking or tampering.

Once a student votes, the system prohibits them from voting again, Girard added.

# HENRY N.R. JACKMAN DISTINGUISHED CHAIRS IN THE HUMANITIES LECTURES

The Vice-President and Provost is pleased to announce the Henry N.R. Jackman Distinguished Chairs in the Humanities Lectures which will take place over the next five weeks. Made possible through a generous gift from the University's Chancellor, Henry N.R. Jackman, a Distinguished Chair will be appointed in five different areas in the humanities: Philosophical Studies; Historical Studies; English, Literary and Linguistic Studies; Classical and Ancient Studies; and Arts and Culture. Candidates in three of these areas will be visiting the campus to deliver lectures in their academic areas.

## ARTS AND CULTURE

Professor Wendy Steiner  
University of Pennsylvania  
"The Trouble with Beauty"  
February 14, 4:00 p.m.  
Room 140, University College

Professor Michael Steinberg  
Cornell University  
"History, Memory, Modernism: Reading  
Charlotte Salomon"  
February 5, 4:00 p.m.  
Room 1083, Sidney Smith Hall

Professor Susan Youens  
University of Notre Dame  
"Ego, Ehrgeiz, and the Lied: Contexts  
around a late Schubert Song"  
January 29, 3:30 p.m.  
Room 330, Edward Johnson Building

## CLASSICAL AND ANCIENT STUDIES

Professor James Lennox  
University of Pittsburgh  
"Aristotle on the Unity and Disunity of Science"  
February 2, 4:00 p.m.  
Room 161, University College

Professor Warren Treadgold  
Saint Louis University  
"Between Social and Political History:  
Byzantine Prophecies and Bridesows"  
January 25, 4:00 p.m.  
Room 140, University College

## PHILOSOPHICAL STUDIES

Professor Thomas Hurka  
University of Calgary  
"What makes the Vices Vicious?"  
January 18, 4:00 p.m.  
Room 179, University College

Professor Martin Kusch  
Cambridge University  
"Testimony"  
February 7, 4:00 p.m.  
Room 323, Old Victoria College,  
91 Charles St. West

Professor James Tully  
University of Victoria  
Title of Lecture: to be announced in the  
next issue of the Bulletin  
February 1, 4:00 p.m.  
Location: t.b.a.

*All members of the university community are invited to attend these lectures.*





## ONE MAN'S GARBAGE

*U of T students find treasure in the waste pickers of Vietnam*

BY SUE TOYE

IT'S 5 P.M. IN HO CHI MINH CITY, A BUSTLING CITY in Vietnam with two and a half million inhabitants. While commuters are rushing home to prepare dinner for their families, another group of workers is just starting its job. A crowd of about 500 people wait as garbage trucks roll into the dumpsite and unload mountains of waste: food scraps, plastic bottles, flattened cardboard, pieces of scrap metal and other junk. Immediately, children and their parents, young men and the old swarm the smelly mounds of garbage like ants. Clutching large plastic bags in their hands, these workers toil all night filling them with anything they can sell to waste processors — from metal scraps and crushed plastic containers to chicken feathers and rubber tires.

Welcome to the world of the waste pickers. This is how they earn their living, which at two dollars Canadian a night is a king's ransom.

"It was their way of life," says Huyen Nguyen. But it's a life that both she and fellow U of T student Zoe Meletis hope to improve.

Nguyen, a second-year medical student, and Meletis, a graduate student in science and planning, are participating in a five-year initiative, the Waste-Econ Project, funded by the Canadian International Development Agency. Its goal is to develop better managed waste in Vietnam, Laos and Cambodia. Academics from U of T and Vietnam have formed educational partnerships in order to present waste-management alternatives and improve the working conditions of people involved in the waste economy. While Nguyen documented the health of waste pickers last summer, Meletis spent two and a half months in Haiphong, a port city in northeastern Vietnam, interviewing women and men in the waste processing industry about their economic situations.

"When I got off the plane, I was speechless," recalls Nguyen of her first return visit to her homeland. "I didn't picture things to be this bad, but it was."

The waste pickers themselves are mostly farmers who come to the city to find a more stable source of income, she explains. With few skills and poor education, they turn to waste picking as a primary means of supporting themselves. They live in rented dilapidated shantytowns near the outskirts of Ho Chi Minh City. Most worked in extremely hazardous and unsanitary environments, described their health as generally poor and often complained of back pains, coughs and headaches. Many of them had not visited a doctor in six months, opting instead to buy medicine from a local pharmacy to cure their ailments. Doctors, for them, are largely inaccessible and spending their meager earnings on hospital fees is a luxury they can not afford, Nguyen says.

Meanwhile in Haiphong, Meletis was trying to find a way for non-governmental organizations to extend credit for waste processors, people who buy waste products from waste pickers to be recycled. The need for the credit is real; currently the waste processors have no conventional collateral or stable income, and borrow money at crippling interest rates to finance their small businesses, she explains.

"By providing them credit, we are recognizing the

importance of what they do," Meletis says. "Right now these people are providing a free service and they are being looked down upon because of their association with waste."

With a history of cottage industries in recycling waste materials, Haiphong resembles a large junkyard with houses scattered in all directions. Waste processors collect their purchases and leave them strewn in their front and back yards — wherever they can find space. For two and a half months, Meletis collected data to create a snapshot of the waste processors' income levels, a description of their jobs and the level of education of their children. She hopes to provide her results to Gems of Hope, an organization that specializes in establishing micro credit unions in developing countries, so they can build a lending institution especially suited for people with low incomes.

How did this experience impact her own life? "Grad students like to complain," laughs Meletis. "So when you go there you realize how you have nothing to complain about." Her face softens with a recollection of a story of a woman the waste processors considered to be "the richest woman on the block." This woman owns two dresses that she changes in and out of, which makes her wealthy compared with everyone else, says Meletis. People living there usually make do with just one pair of shoes that costs 50 cents; a family of six would live in an apartment that is smaller than hers. "You realize how much they can get by with hardly anything whereas in the West, we have so many resources," she notes sadly.

Nguyen feels very grateful for her life in Canada and is unsure of what her future would have held if her family did not move 18 years ago. "Even if you went to school and got an education you wouldn't be sure that you'd get a job," she says in a soft voice. "You couldn't plan for the future."

She recalls little Mai, a 10-year-old waste picker with no schooling and a bad cough; she knows Mai's chances are slim. For the sake of Mai and others who mine the mounds of garbage, both Nguyen and Meletis hope to use their own education to improve the lives of these workers — and help give them a future.

- There are 79 million people living in Vietnam producing 2.2 to 2.4 million cubic metres of waste every day.
- There are 3,000 kilometres of urban streets and roads in Vietnam of which 2,000 do not have sewage lines.
- Only 60 per cent of this waste is being collected by municipal governments, leaving the other 40 per cent either recycled or simply thrown into the streets.
- In Hanoi alone, the capital of Vietnam, there are an estimated 2,000 waste pickers — 60 per cent women, 40 per cent men.

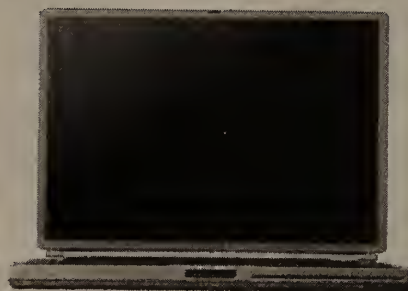
Sources: *Domestic and Industrial Waste Management in Vietnam*, Professor Pham Ngoc Dang and Professor Tran Hieu Nhue; Professor Virginia McLaren of geography, lead project co-ordinator of Waste-Econ.

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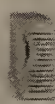
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**IN THE NEWS**



**One page at a time**

RENE DESCARTES, A 17TH-CENTURY FRENCH PHILOSOPHER AND mathematician, once said that the "reading of all good books was like having a conversation with the finest minds of past centuries." As the 21st century dawns, 22 per cent of Canadian adults still have trouble with a skill that most people take for granted. Nadia Mohammed, a U of T student and co-ordinator of Students for Literacy, a reading program staffed by U of T students, hopes to help change this statistic. She, along with Frontier College president, John O'Leary, appeared on CTV's Canada AM in late December to talk about how their programs are helping to combat illiteracy in Canada. Students for Literacy volunteers tutor disadvantaged refugee children in Toronto by reading to them twice a week for two hours at a local recreational centre. "You are working with kids that sometimes can't even speak English and if you get them to read one page, at the end of the year they are reading. It's quite remarkable," Mohammed said.

**Of mice and men**

DR. JOSEF PENNINGER IS SOMEONE YOU MAY CALL A TYPE A PERSONALITY. At the young age of 36, the Austrian-born professor of immunology and medical biophysics has made ground-breaking discoveries in the areas of osteoporosis, colorectal cancer and heart disease. *Saturday Night* profiled the brilliant researcher in its Jan. 6 issue. "He has a great nose for picking the right thing to work on and in science, you want to make the kill before anyone else," Professor Jane Aubin, a bone-disease researcher and chair of the department of anatomy and cell biology, is quoted in the article as saying. Using a biotechnological tool that he has perfected called the "knockout" mouse, Penninger has bred rodents with a missing gene. This allows scientists to see how the absence of these genes affects the mice. He used this technique to study how the p110γ protein makes white blood cells move faster, thereby discovering a new gene that suppresses colorectal cancer.

*COMPILED BY SUE TOYE*

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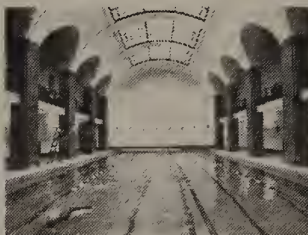
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# EQUITY ISSUES ADVISORY GROUP

## ANNUAL REPORTS

JULY 1999 – JUNE 2000



### Equity Offices:

- Office of Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs
- AccessAbility Resource Centre, University of Toronto at Mississauga
- AccessAbility Services, University of Toronto at Scarborough
- Office of Disability Services to Students, St. George Campus
- Community Safety Coordinator
- Diversity Relations Office, University of Toronto at Mississauga
- Family Care Office
- Race Relations and Anti Racism Initiatives Office
- Sexual Harassment Office
- Status of Women Office



# The Office of Lesbian, Gay, Bisexual, Transgendered, Queer Resources & Programs, University of Toronto

July 1999 – June 2000

## Introduction

### History of the Office:

In the early winter of 1999, the Students Administrative Council (SAC) of the University of Toronto (the "University") held a referendum, to solicit from the undergraduate constituency financial support for the creation of a lesbian and gay centre, similar to that of the "Women's Centre". The referendum was unsuccessful and in its wake several high profile incidents of homophobia<sup>1</sup> occurred at the University, creating an atmosphere of open hostility and fear of safety for the students who had openly supported it. Prior to the referendum, the University had received reports from students of ongoing harassment based on diverse sexual orientation, and of activities by at least one group known to have distributed anti-lesbian and gay materials, produced hate-oriented graffiti, and harassed students groups such as LGBT-OUT.

In addition, there was concern from students, staff and faculty with regard to addressing heterosexism and homophobia in and out of the classroom on all three campuses of the University. Several equity offices, as well as administrators and faculty members of the University had been working to raise the awareness of stigmatization related to homophobia and sexual orientation, in order to respond effectively to the demand for education and professional development, and to support students and staff. Much of this work had been undertaken by these University staff through efforts over and above the responsibilities and duties of their respective offices.

In response to these and other factors (reported incidents of harassment in the community), the Vice Provost, Students and the Assistant Vice-President of Student Affairs proposed the creation of a staff position to provide appropriate education and assistance to all members of the University of Toronto community, on issues related to the lesbian, gay, bisexual, transgendered and queer (LGBT) student population. This proposal was endorsed by the Council on Student Services (COSS), recommending that the position of Coordinator, LGBTQ Resources and Programs be filled for two years, and then formally reviewed and evaluated. Further endorsement and recognition for this position was attained when the President's office included the office as a member of the Equity Issues Advisory Group (EIAG).

The office of the Coordinator, LGBTQ resources and programs officially started on July 1, 1999 on a part-time, two-year contract. The position was expanded to full time status in June 2000. The office reports to the Director, Student Affairs of the University.

### Objectives of the Office:

- Develop and implement initiatives to provide information and programs in support of lesbian, gay, bisexual,

transgendered, queer students, staff and faculty of the University;

- Work in partnership with departments and offices on campus to provide both academic, social, cultural supports to LGBTQ students;
- Respond to heterosexism<sup>2</sup> and homophobia at the University through individual and group educational processes, professional development of students, staff and faculty, increase the community awareness regarding the policies and commitments of the University;
- Raise awareness and increase capability of students and staff to respond to heterosexism and homophobia on campus;
- Develop and implement outreach strategies for new students, staff and faculty which inform members of the University community of its policies and resources which support LGBTQ individuals; and
- Develop materials that effectively fulfill the needs of the University community members.

### Activities July 1999 – June 2000

#### Core Services:

The core services of the office of the LGBTQ Coordinator are to provide:

- Information;
- Education;
- Direct service (such as counselling, referral, outreach, programming);
- Leadership Development;
- Development and execution of programs and events to enrich members of the University community.

A key focus and outcome of this work is the development and improvement of community on campus where students staff and faculty can fulfill their pursuits in and out of the classroom in an environment that promotes dignity, respect, and intolerance of discrimination and harassment related to heterosexism and homophobia.

In addition to these duties, as a member of the Equity Issues Advisory Group (EIAG) the Coordinator serves in an advisory capacity to the office of the President and the senior administration of the University.

- **Information** (printed materials, resources and referral, web management, communications (inter and intra university):

As the presence of this office became known, the provision of information to the University community related to LGBTQ concerns on campus, and in relation to student life has rapidly increased. Sources of requests for information came predominantly from staff and students, as well as from the broader

communities including other University settings. For example, requests for information came from the following constituents:

- Requests support services on and off campus;
- Student research support;
- Student and staff/faculty media;
- Information events on campus (academic and social);
- Intra-university communications;
- The positive space campaign;
- Prospective faculty candidates; and
- Staff, faculty and senior administration.

Information concerning resources for students and staff on and off campus often entailed a phone interview or an appointment for appropriate referrals to services. As well, the Coordinator frequently met with students and staff on an ad hoc basis.

The office oversees two websites that are a source of information, referral and outreach, as a window in to the campus environment. The website located within the student affairs "Getting There" web site ([www.lgbtq.sa.utoronto.ca](http://www.lgbtq.sa.utoronto.ca)) provides contact information, resources on campus which students can directly access, resources off campus which staff and students, information pertaining to the Positive Space campaign. The second website developed prior to the creation of this office provides information based on survey results regarding campus environments for LGBTQ students. This web site originated within Student Services.

As the importance and reliance on web based technology increases, so to does the management of web sites. The Internet, list serves, and web pages are critically important sources of information and awareness of the University LGBTQ academic, social and political communities. This reality is particularly true for those who are questioning their sexual orientation, who may fear for their safety, value-privacy, fear stigmatization and their academic standing, or their employment status, if their diverse sexual orientation were known.

The office of LGBTQ Resources and Programs in the past year has developed a communication network that operates throughout the University. The office has built networks and contacts across the three campuses with: student governments and their leadership; student groups and clubs; with academic departments such as women's studies, the sexual diversity program; with deans of students and residence staff; with departments such as campus police, facilities and services, and faculty members. These networks provide essential dialogue, education opportunities, program and resource outreach, appropriate response mechanisms to incidences such as graphic graffiti, and the defacement of positive space materials, and reduce isolation for LGBTQ students and staff.

- **Education** (professional development-students, staff, training student leaders, classroom presentation, consultations, positive space campaign support):

Anti- Heterosexism education offered in the form of professional development seminars and workshops for student leaders focused on expanding the capacities and abilities of individuals and systems to respond effectively to the incidence and experience of heterosexism and homophobia at the University of Toronto.

Professional development workshops focused on addressing the needs of staff requiring expansion of their knowledge and skill base to deliver effective services to students and colleagues. Such workshops were designed to address and raise awareness of heterosexism and homophobia in the work place, in learning environments, and in the social milieu of the University setting. Each workshop is planned and designed specifically to address the area of service, in consultation with the students or staff.

In the last several years, students and staff have raised numerous concerns with the senior administration, regarding heterosexist practice in the services provided at the University. Particularly, with the advent of the "Positive Space" campaign<sup>3</sup>, the division of Student Affairs was able to initiate support for student service providers to take proactive measures to address service delivery in a more equitable fashion in respect of issues of sexual diversity. Support of these services is reflected in the ongoing anti-heterosexist education of staff, and the assessment of appropriate and relevant services on campus to meet the needs of students.

A total of nineteen (19) professional development workshops were provided to staff, and university departments in the 1999-00 year. Participation included but not limited to the Family Care office, the Athletic Centre staff, Campus Police Services staff and faculty of the Transitional Year program.

Additionally, numerous "consultations" took place on issues that ranged from addressing a particular homophobic incident, or orienting student leaders to rights and freedoms under the *Human Rights Code*, to developing and planning on-going professional development seminars. Consultations may be informal or formal requests for information, advice, or direction, and include many sources, such as:

- **Students**  
Students Administrative Council, Sex Ed Centre, Graduate Students Union, Association of part-time undergraduate student reps (APUS), members of LGBT-OUT, the Women's Centre, OPIRG, and Residence Dons.
- **Student Services-**  
Counselling and Learning Skills Service staff and interns, psychiatrists at the Psychiatric Service, Housing Service staff, Student Affairs staff, First Nations House, International Student Centre; Hart House; Registrars- Arts and Science; UTM -student services and registrar staff, UT-Scarborough-residence and student service staff.
- **Academic Departments-**  
OISE/UT- Education Dept, Architecture, Landscape & Design, Women's Studies, Faculty of Physical Education; Sexual Diversity Studies program; the Transitional Year Program.
- **Equity Issues Advisory Group (EIAG)**  
As a member of the Equity Issues Advisory Group, the Coordinator participated in consultations with Principals and Deans, which ranged from increasing the awareness of heterosexism in departments, to broadening the scope of the Positive Space campaign, to orienting new faculty members to the office. As well, in fulfillment of the EIAG mandate, the office addressed the President, Vice-Presidents, the Senior Manage-

<sup>1</sup> Homophobia is defined as the irrational fear and loathing of gay, lesbian, bisexual people.

<sup>2</sup> Heterosexism is defined as the systemic promotion of heterosexuality and inferiority of LGB people.

<sup>3</sup> The "Positive Space" campaign was launched in 1996-to raise awareness of sexual diversity at UoT.



AccessAbility Resource Centre  
University of Toronto at Mississauga  
Annual Report

1999 – 2000

Prepared for The Ministry of Education and Training  
by Elizabeth Martin – Coordinator  
July 2000

EXECUTIVE SUMMARY

The AccessAbility Resource Centre is both a student service and equity office on the UTM campus. The Centre provides academic accommodations to students who have a documented disability or medical condition and ensures that the accommodations the students receive are in accordance with the Ontario Human Rights Code.

In 1999 the Centre experienced a number of achievements in the areas of service provision and in partnerships at UTM, within the university and in the local community.

The most significant challenge the Centre faced was the constraint placed upon it by the limited funding it had to work with.

The Centre has many new initiatives for 2000–2001 including participating in joint projects with other student services and committees at UTM and development of the existing learning disability program.

In the upcoming year, the Centre will strive to ensure students receive services in an efficient and timely manner however funding issues will continue to have an impact on the Centre.

REVIEW OF ACHIEVEMENTS

Services

- The AccessAbility Resource Centre experienced a growth of nineteen students going from 124 students in 1998–99 to 143 students in 1999–00. This increase in students was in part due to the relationship the Centre has with the Academic Skills Centre and Registrarial Services. The Centre also participated in student leader orientation, frosh orientation and three student information days at UTM.
- The turn around time for Learning Disability assessments at UTM was one to two weeks. This process for the student entails:
  - Intake interview with Coordinator of the AccessAbility Resource Centre
  - Diagnostic assessment by the Skills Strategist in the Academic Skills Centre
  - Referral to the Registered Clinical Psychologist and psychoeducational assessment (performed on UTM campus to suit the student's schedule including evenings and weekends)
  - Feedback meeting involving the student and the psychologist to review the report including explanation of testing results, recommendations and strategies
  - Meeting involving the student and the Coordinator to review and put into place the accommodations recommended by the Psychologist

- Sessions with Skills Strategist in the Academic Skills Centre to develop and refine strategies (always a recommendation for students who are diagnosed with a learning disability at UTM)
- The Centre had over 100 active volunteers in 1999 – 2000. The volunteers filled the roles of:
  - Notetaker (taking notes for students who have a disability)
  - Personal Assistant (assisting students in and outside of the classroom with personal needs)
  - Library Assistant (assisting students who have a physical or sensory disability obtain information/books)
  - Special Events Assistant (Volunteer Fair, Diversity Week, Survival Day)
- Faculty were more involved with accommodating students with a disability especially in the Humanities Division. The professors preferred to accommodate tests and exams within class time. Students found this preferable as they had direct access to their professor/TA if they had questions about the test.
- The Centre had one work-study student this year. The student was responsible for:
  - Resource Files** – The Centre's print and web resource files were significantly updated this year. Information was requested by students in the Exceptionality in Human Learning Program, students attending OISE and students attending ICS as well as Residence Dons, staff and faculty.
  - Library Assistance** – The work study student worked out of the AccessAbility Adaptive Technology Room located in the UTM library and was available to provide assistance in the library to students with a disability.

Technology

- The AccessAbility Resource Center was able, with a one time only infusion of funding from the Office of the Vice-Provost, Students, to purchase new technology and equipment for students who have a disability and are attending UTM. The following items were purchased:
  - Smartview CCTV for students who have a visual disability
  - desktop computer with 21" monitor for students who have a visual or physical disability
  - printer
  - laptop computer for students who have to write their tests/examinations in rooms where computers are not available
  - Obus Forme chairs
  - height adjustable desks for the Centre's Adaptive Technology Room

ment Group and University Affairs Board (UAB) on issues related to equity at the University of Toronto.

Direct Services and Leadership offered in 1999–00:

- Individual support to students – brief counselling, referral and guidance related to academic achievement, resources and or aid;
- Discussion and support groups, workshops and interactive services for students and staff;
- Orientation and transition for students – participation in information fairs, orientation days;
- Provision of strategies and resources enhancing the quality of life in and outside of the classroom;
- Support to the Positive Space campaign, raising visibility, distribution of materials, increased resource development;
- Training LGBTQ students in group facilitation skills;
- Endorsement, support and promotion of co-lateral events (i.e. SDS speaker series, Studio 54 event, Jewish LGBTQ – "shabbat dinners").

Outcomes of this Office 1999 – 2000

- Increased visibility and profile of the University of Toronto responding proactively to heterosexism and homophobia on campus;
- Enhanced response to LGBTQ students in several sectors of the University;
- Increased capacity of front line service providers to respond effectively to the needs of LGBTQ students and heterosexism (i.e. in residences, athletic centre);
- Researched and developed outreach strategies and resources to students and staff;

- Reduced isolation and increased participation in the UofT community in academic and non-academic events;
- Developed resources focused on increased access to services on campus for staff and students;
- Coordinated tri-university conference "Bent On Change" addressing queer issues and change in the University setting;
- Initiated Positive Space Committee – UTM, and enhanced Positive Space materials;
- Increased knowledge and awareness of heterosexism and related equity issues in departments, with faculty members and senior administration.

2000 – 2001 Priorities

The Coordinator of LGBTQ Resources and Programs has as her objectives the execution of projects and ongoing support initiatives and programs in the following areas:

- Development and delivery of programs and resources which fulfill outreach, support and enrichment of the UofT community;
- Provide assistance, support and referral to members of the University community;
- Continue and expand professional development and educational seminars which address heterosexism, homophobia and other related equity issues;
- Coordinate and facilitate networks of communication and outreach which expands and diversifies current resources and constituent members;
- Provide assistance to the positive space committees at St. George, Mississauga, and initiate at Scarborough.

Programs & Events		
Program/Event	Partnership	Purpose/Outcome
Residence Don Training	Residences and Colleges	Addressing homophobia
Orientation Fairs (5)	Student Gov'ts, Student Services, Student Affairs	Increased visibility, outreach
Anti-LGBTQ graffiti campus wide initiative (ongoing)	Campus Police, facilities/service, Student Services, Hart House	Increased response hate oriented graffiti
Professional Development Seminars (19)	Family Care, Athletics staff, Campus police, student affairs, CALS,	Enhanced service response to students/staff
Transgendered Film Fest & Conference	With organizers	Increase knowledge, awareness, visibility
Psychiatric Service LGBTQ working group (ongoing)	Psychiatric Service	Increased knowledge, awareness & response to LGBTQ students
Forestry Conference: LGBTQ student reception	Conference organizers- Faculty of Forestry	Provide social/cultural support to conference attendees
AIDS Awareness Week (safer sex initiative)	Health Service, LGBTQ-OUT, AIDS Committee of Toronto, Red Ribbon campaign, SEC	Supporting safer sex practice
Ageing in the Lesbian & Gay Community	Family Care-	Raise visibility, outreach to community
UT Pride Contingent	Campus wide including students, staff, faculty, senior administration	Celebrate, raise visibility, community profile
Mississauga: Positive Space Committee	Students, staff UTM	Initiate positive space program at UTM
Bent On Change Conference	Tri-University campuses, university members from across Canada & the U.S.	Coalition building, visioning, knowledge, experience exchange



and the lecture halls in the South Building and Kaneff Centre

- The Centre's website was updated and more disability and human rights links were added.

#### Accessibility

- With the assistance of a UTM student who has a physical disability and resides in the UTM residence, the Coordinator completed an access audit of Phase 6 and its accessible units. Recommendations for renovations were made to the Residence Director, Director of Facility Resources and the UTM Access Committee.
- The Coordinator was a member of the UTM Phase 7 Users Committee. The committee has now evolved into the UTM Phase 7 Implementation Committee.
- The Coordinator consulted with UTM library staff to review best practices when providing service to students who have a physical or visual disability. Students encountered barriers (inaccessible photocopyers, height of shelves, key operated elevator) due to the design of the current library facility.
- With the assistance of the Manager of Campus Police and the CAO at UTM, an evacuation plan for students, staff, faculty and visitors who have a physical disability or chronic medical condition was developed for the South Building, Kaneff Centre and Student Centre.
- In January 1999, UTM submitted a request for funding to SACWAC. The funding would have been used to purchase and install automatic door openers, a height adjustable desk for the library and accessible seating in The Greenery eating area. The request was turned down by SACWAC. Any minor upgrades (e.g. curb cuts, grading) required in 1999-2000 were funded by UTM.

#### Partnerships

At the University of Toronto at Mississauga

#### Library

- The Centre provided a work study student who while updating the Centre's resource files also provided support to students who have a physical or visual disability.

#### Career Centre

- The resources related to career and disability (print and web) were combined and are now housed in Career Centre.

#### Academic Skills Centre

- The Centre continued to work with the Skills Strategist in identifying students who may have a learning disability and providing academic support to students with a diagnosed learning disability, ADD/ADHD or acquired brain injury.

#### Psychology Department

- The Coordinator participated in a lecture in Exceptionality in Human Learning course PSY345F. The topic presented discussed assistive technology for students who have a disability.

#### Student Affairs

- The Coordinator continued to be a member of the UTM Volunteer Committee which organized and ran the following events:
  - *Volunteer Fair (annual event)* – The fair was held for the students of UTM and involved participants from the community (e.g. Heart and Stroke Foundation, Community Living Mississauga, Muscular Dystrophy Association, Mississauga Symphony) and UTM (e.g. AccessAbility Resource Centre, Walksafer, Child Care Centre) who had volunteer opportunities available.
  - *Volunteer Recognition Ceremony (annual event)* – UTM students who volunteered twenty hours or more at either UTM or in the community received a certificate signed and given by the Principal of UTM. Ten students also received the "Outstanding Volunteer of the Year" award. The event was held in the Student Centre and was well attended by students, their families and volunteer supervisors from community organizations.
- The Coordinator continued to be a member of the UTM Access Committee, Quality Service to Students Committee (QSS) Student Services Operations Group and the UTM Joint Health and Safety Committee.
- The Coordinator became a member of the Staff Development Committee. At the end of the 1999-2000 the committee had developed a program for front-line student services staff.

#### Microelectronics/Computing Services

- Technicians from this department worked with the AccessAbility Resource Centre in setting up and providing ongoing maintenance for the Centre's technology in the Adaptive Technology Room. This included specialized software and hardware.

#### At the University of Toronto

- The Coordinator continued to be a member of the *Equity Issues Advisory Group (EIAG)* informing the group of events on the UTM campus and participating on sub-committees within the group.
- The Coordinator continued to be a member of the *Committee on Supports for Students who have a Psychiatric Disability*. Resources for students were discussed and posters indicating confidential services at each campus and in the community were drafted and will be implemented in 2000-2001.
- The Coordinator participated on the *Deaf Students Transition Pilot Project Committee* and also acted as the Inter-University Disability Issues Association (IDIA) representative on the committee.

#### In the Community

- The Coordinator continued to be the University of Toronto representative on the Community on Campus Advisory Committee. Mississauga Community Living runs the program on the UTM campus.

#### Professional Memberships

- IDIA – Inter-University Disability Issues Association (ONTARIO)
- CADSPPE – Canadian Association of Disability Service Providers in Post-Secondary Education (CANADA)
- AHEAD – Association on Higher Education and Disability (U.S.A.)
- NEADS – National Educational Association of Disabled Students (CANADA)

#### REVIEW OF THE CHALLENGES

##### Services

- The Office of the Vice-President and Provost allocates the annual funding the Centre receives from the MET Accessibility Fund for Students with Disabilities.

In 1999-2000 the Centre experienced difficulty staying within the constraints of its budget even though the Coordinator was on a six month maternity/parental leave and during this time the Centre did not employ casual staff.

Invigilators continue to be a drain on the Centre's budget. Invigilators are in the CUPE Local 3902 and are paid the same amount per hour as Teaching Assistants. Effective September 1, 2000 they will earn between \$24.55 and \$30.81 per hour depending on their classification (UG, SGSI or SGSII).

Funding will continue to be an issue, as the AccessAbility Resource Centre will have a deficit of approximately \$29,000 in 2000-2001.

AccessAbility Services at UTSc receives the same amount of MET funding as UTM however they have fewer students using the service and also receive annual funding from Scarborough College.

- The Centre does not have a fixed test/examination site. As a result of this, the Centre must book rooms around the campus. This places a strain on the budget, as invigilators must be hired for a smaller number of students. One reason for this is because students who use a computer to write their test/examination are unable to write in the same room as students who are not using a computer due to the distraction of clicking keys. An appropriately designed test/examination site would allow one invigilator to supervise both students who use technology (e.g. computer, screen reader) and those who do not use technology.
- In 1999-2000, the number of students registered with the AccessAbility Resource Centre increased by 19 students. There was an increase in the registration of students who have a psychiatric disability. The needs of these students significantly impacted on staff time.

##### Technology

- There continued to be shortage of accessible computer stations on the UTM campus. The Adaptive Technology Room has stations that are both

accessible and have assistive technology however, the use of the room was restricted to the hours the UTM library was open. Also, the technology was often used for students writing tests and examinations.

Only one computer lab at UTM has a fully accessible station for students who have a physical disability.

- The Centre attempted to set up a database using the Paradox software program however, this program is not user friendly and is not well supported. The Centre will be looking at other software programs available.

#### Workforce

- In 1999-2000 the number of students the Centre provided services to grew by 19 students. The Centre's staff and resources were stretched to the limit to meet the needs of the students. Demands were being placed on the staff in the following areas:

- *Outreach* – There were a number of requests from secondary schools to meet with the Coordinator and discuss transition issues, academic accommodations and assistive technology available to students who have a disability.

The link with the secondary schools is critical to a smooth transition for students to the university system.

- *Support Services* – A few students this year required a personal assistant while on campus. One student was taking a full-time course load and a number of volunteers had to be recruited. When the volunteers were unable to be on campus, the staff of the AccessAbility Resource Centre had to assist the student.

A request has been made to the Dean of Student Affairs & Assistant Principal, Student Services for a new staff position to assist with recruiting and organizing volunteers, outreach to secondary schools, training students on assistive technology and developing joint projects with other student services at UTM. The Dean incorporated this request into his "Raising Our Sights: Planning Across the Services" document which will be submitted to the Principal of UTM in the near future.

#### Accessibility

- The Coordinator of the AccessAbility Resource Centre consulted on the design of Phase 6 and the Student Centre however, only minimal attention was given to making the buildings accessible (e.g. lowered light switches, lowered thermostat). As a result of this the Coordinator had to audit the Phase 6 accessible units and main areas so that renovations could commence prior to conference groups arrivals in May and June 2000.

#### PROPOSED INITIATIVES FOR 2000-2001

##### Services

- The AccessAbility Resource Centre will continue to function as a student service and equity office on the UTM campus. Academic accommodations



will continue to be put in place for those students who have a documented disability or medical condition.

- During the part of the 1999–2000 academic year, the three Coordinators (UTM, UTSc and St. George) met monthly to discuss issues relating to students with disabilities and the university as well as changes to policy and legislation. At the present time the St. George campus does not have a Coordinator and the service is currently undergoing a review. Once the review is complete and a Coordinator is in place, we will continue to meet and the following issues will be addressed:
  - Faculty awareness of the disability services at the university and working with students who have a disability
  - More involvement with the admissions process
  - Recruitment, retention and transition issues related to students who have a disability
- In partnership with the UTM Career Centre, the AccessAbility Resource Centre will be holding three career transition seminars throughout the 2000–2001 academic year:

I. *Strategies and Accommodation in the Workplace* – speakers include:

- Occupational Therapist
- Clinical Psychologist
- Technology Specialist

II. *University and Community Resources* – speakers include:

- Canadian Council on Rehabilitation and Work (CCRW)
- UTM Career Centre

III. *Corporate Involvement in Disability and the Workplace* – speakers to include:

- corporations in the Mississauga area

- In partnership with the Academic Skills Centre, the AccessAbility Resource Centre will continue to develop the existing program for students who have a learning disability, ADD/ADHD or acquired brain injury in the following ways:
  - Add components to the diagnostic assessment administered by the Skills Strategist
  - Develop outreach material addressing transition issues for students and distribute to the high schools

The Academic Skills Centre will also hold instruction sessions on notetaking for the volunteers of the AccessAbility Resource Centre in October 2000 and again in January 2001.

- The Coordinator of the AccessAbility Resource Centre will participate in both the new faculty and teaching assistant training held by the Academic Skills Centre at the end of August 2000.
- In partnership with Campus Police, an evacuation plan for individuals who have a disability will be implemented in the 2000 – 2001 academic year.
- In partnership with the UTM Diversity Officer, a Disability Awareness Day will be held during the 2000 – 2001 academic year.

The Coordinator and Diversity Officer will also work together to develop strategies around assisting students of various cultural backgrounds who have a disability or are diagnosed with a disability while at the university. Cultural and discrimination issues will be addressed.

- At the request of the UTM Registrar, the Coordinator will conduct a disability awareness inservice for the staff of Registrarial Services.
- The Coordinator will remain as a member on the following committees:
  - Quality Service to Students (QSS)
  - Student Services Operations Group
  - UTM Access Committee
  - UTM Volunteerism Committee
  - Staff Development Committee
  - Equity Issues Advisory Group
  - Committee on Supports for Students who have a Psychiatric Disability
  - Deaf Students Transition Pilot Project Committee
  - Community on Campus Advisory Committee
  - Phase 7 Implementation Committee

The Coordinator had to resign from the Joint Health and Safety Committee due to commitments to other committees and projects.

- The Coordinator will join the membership of the Communication, Culture and Information Technology User Committee.
- Professional memberships will be continued with:
  - IDIA – Inter-University Disability Issues Association (ONTARIO)
  - CADSPPE – Canadian Association of Disability Service Providers in Post-Secondary Education (CANADA)
  - AHEAD – Association on Higher Education and Disability (U.S.A.)
  - NEADS – National Educational Association of Disabled Students (CANADA)

#### Accessibility

- The Coordinator will perform an accessibility audit of the following facilities:
  - Library
  - Student Centre
- The Coordinator will consult on the elements of the building being designed by the Communication, Culture and Information Technology User Committee.
- The Coordinator will remain as a member on the Phase 7 Implementation Committee ensuring the building is accessible for students who have a disability.

#### Technology

- The Adaptive Technology Resource Centre (ATRC) will be asked to review the current technology the AccessAbility Resource Centre has and provide recommendations for future

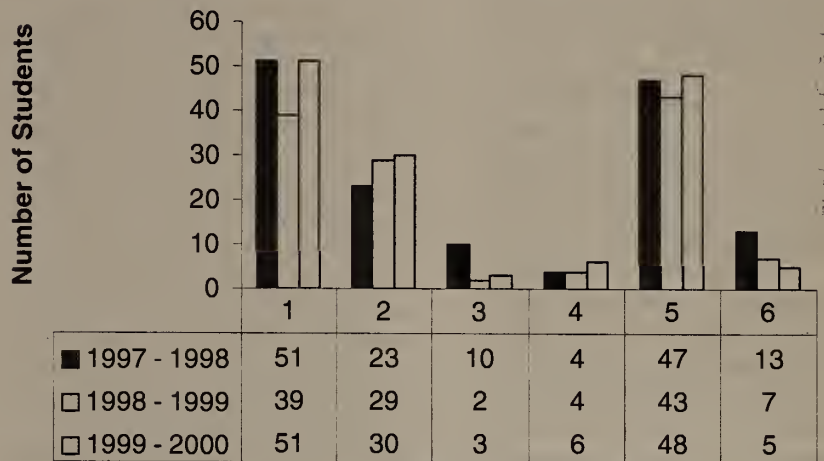
purchases when funding becomes available. During the review the Micro-electronics technicians and other computing services staff will be given the opportunity to meet with the staff from the ATRC to discuss upgrades to the computer labs on campus.

- The AccessAbility Resource Centre's web page will be updated to provide more information about the service, forms online and links to the university and disability community.

#### Workforce

- The Test and Examinations Officer will be going on a leave of absence for three years effective August 1, 2000. She will be working for the Steelworkers Union, Local 1998. The position will be posted as a contract.
- As previously stated a request has been made to the Dean of Student Affairs and Assistant Principal, Student Services, for a new staff position.

### Students by Disability Classification Three Year Comparison



#### Disability Classification

##### 1997 – 1998

Total Number of Students – 148

##### 1998 – 1999

Total Number of Students – 124

##### 1999 – 2000

Total Number of Students – 143

#### Legend

- 1 – Chronic Medical/Psychological/Systemic Disabilities
- 2 – Mobility
- 3 – Blind/Low Vision
- 4 – Deaf/Hard of Hearing
- 5 – Learning Disability
- 6 – Multiple Disabilities



## Annual Report

1999 – 2000

Prepared by: Tina Doyle, Coordinator  
Prepared for: The Ministry of Education and Training  
July 2000

### EXECUTIVE SUMMARY

Over the past year, progress in service delivery has been made despite the challenges faced by the office. 1999–2000 was an especially challenging year for AccessAbility Services. The population of students with disabilities self-identifying is increasing and the staff complement is not keeping up to this trend, although it has been increased. The number of students who have registered at Scarborough in the past five years has almost doubled.

Another challenge faced by the service this year was the Coordinator's own disability. This impacted her ability to work and therefore the University provided accommodations to assist the Coordinator in carrying out the essential duties of the job. Despite this, disruption to the service was minimal, and in fact, creative solutions were devised to deal with the situation which improved communication within the office and assisted with streamlining services.

Overall, this has been a successful year for AccessAbility Services. The office is continuing to focus its energies on outreach and reviewing best-practices in service delivery to ensure that we are meeting our mandate in the best possible manner.

### Service Description

AccessAbility Services principle function is to provide supports to students with disabilities as set out by the Ontario Human Rights Code.

These functions include:

- Service Delivery: casework, accommodations, consulting and diagnostic services, referrals to University and outside community resources, removing barriers to post-secondary education
- Education Initiatives: to faculty, staff, current and potential students, student leaders, university and outside community

To ensure the principle functions are being met the service is continually developed and new practices are implemented to address barriers that may impact a smooth delivery of service and accessibility within the university community.

### Mission statement

The goal of AccessAbility Service, is to facilitate the integration of students who find themselves at a disadvantage in the University setting due to their disability. This goal is achieved by providing equitable and appropriate accommodations in both social and academic areas.

### Historical Background

AccessAbility Service, as it is currently structured, has existed since 1997. Before

1997 AccessAbility Service was part of one unit, Special Services, with the Director located on the St. George Campus.

In 1997, with the devolution of Scarborough and the retirement of the Director of Special Services, the service was restructured. It was determined that each of the offices (Mississauga, Scarborough, St. George) would function more effectively if the units were separated. Consequently, the position of Coordinator for each campus was created. The decentralization of the services has proven to be a positive change for AccessAbility Services at Scarborough. The University of Toronto at Scarborough is a small community and as such requires autonomy with regards to the decisions that work best for the service. At the same time, all three offices work closely to ensure that the services work within the frameworks of common objectives.

It was also at this time that the name Special Services at Scarborough was changed to AccessAbility Services. The objective of the name change was to ensure the focus is on an individuals abilities rather than disabilities.

### Funding

The Ministry of Education and Training (MET) allocates funding to support services for students with a disability. The Ministry (1999) emphasized that "the university as a direct provider of post secondary educational services has a legal responsibility to accommodate persons with disabilities under the OHRC. The Accessibility Fund for Students with Disabilities is intended to supplement any expenditures the university makes from its general revenues to meet such legal obligations. . . [The Ministry has emphasized] that the funding is not intended for capital projects such as retrofits to university facilities."

The Office of the Vice-President and Provost allocates a specific amount of the MET funding to Scarborough. As well, the University of Toronto at Scarborough has supplemented the MET allocation since the decentralization of the service; in addition to an annual capital commitment of \$20,000 per year which is allocated to the Accessibility Committee to use toward barrier-free design improvements.

In order to access funds, the Ministry of Education and Training requires the University of Toronto to submit an annual report on the activities of the fiscal year ending April 2000.

### Proposed Initiatives

#### Workforce Goal

The issue of staff workloads with an increasing population continues to be the number one priority to address in this area. The addition of a full-time Office

Assistant would help dramatically with the increasing work load. However, our current budget is not capable of allowing this; consequently, the following activities will take place:

- Effective July 1, 2000, permanently increase Examination Officer from 80% August to May to 100% and increase from 25% to 40% June and July.
- Effective June 1, 2000 the Coordinator position will be permanently increased from 25% to 40% June and July.
- Explore the possibility of support staff (i.e., Summer support staff, Work-study students, Office Assistants).
- A Web Developer has been hired to revise the current website. This will assist the Coordinator who is not able to take the extensive time required for this project.
- Review Disability Awareness and technology Training for Invigilators.
- Continue to ensure that Specialists play a role in partnerships with Scarborough resources (i.e., ATRC Consultant to meet with the Computer Centre Staff).

### Staff Development Goal

It is essential that AccessAbility Services be kept abreast of the the legal obligations borne by the University to accommodate, technology, resources, and service practices that impact students with disabilities at the post-secondary level. Without this knowledge, service delivery may be delayed or fall short of what is required. For this reason, the following professional development activities will take place.

The Coordinator will:

- Attend CACUSS (Canadian Association of College and University Student Services) 2000 at York University in June 2000 and AHEAD (Association on Higher Education and Disability) Conference in July 2000.
- Review best practices for service delivery to students who are hard-of-hearing, especially as this population will increase at Scarborough in September.
- Continue new memberships with AHEAD (Association on Higher Education and Disability) and NEADS (National Education Association of Disabled Students) which will help ensure that the office is kept up-to-date with new initiatives in the disability community. As well, maintain memberships with CACUSS – CADSPPE (Canadian Association of Disability Service Providers in Post-Secondary Education) Division and IDIA (Inter-university Disability Issues Association).

The Examination Officer will:

- Explore Professional Development in the area of Computer Training with specific software programs.
- The Coordinator and Examination Officer will attend the workshop, hosted by this office, for students with disabilities on "Technology at Scarborough." in November, 2000.

### Service Provision Goal

In order to effectively and efficiently deliver our mandate the service must be reviewed on a continuing basis.

### Service Delivery:

- Hold planning sessions with staff to look at the overall service, identify barriers to service (i.e., hours of operation), potential for growth (especially with the double cohort) and how service delivery will be maintained.
- Implement recommendations outlined in the "Volunteer Services Audit" submitted May 2000, by September 2000. One of the recommendations was to have a mail slot installed into the Test/Exam/Note taking office, this will among other things, assist note takers with dropping off of notes; this project will be completed by September 2000.
- Explore effective ways to track and evaluate retention rates of students with disabilities at Scarborough. A meeting will be arranged with the University of Toronto at Scarborough's Research Assistant to explore the current College practices on retention.
- Continue to explore database options that would assist with test/exam service delivery.

### Support Services:

- Coordinate a partnership with the Writing Centre to improve service delivery to students whose disability impacts their written language. A presentation to the Writing Staff about the service will be arranged for early September. At this presentation, the Registered Psychologist will discuss what learning problems to recognize that may indicate the student should be referred to AccessAbility Services for assessment. Further, a referral form between the services will be created.
- Continue evolving partnership with the Health and Wellness Centre to review supports available to students with Anxiety/Panic disorders who require cognitive and behavioural modification training.
- Explore holding an information session about "Transition to Employment for persons with a disability" in cooperation with the Career Centre and HRDC. To assist with this the NEADS report on "Working Towards a Coordinated National Approach To Services, Accommodations And Policies For Post-Secondary Students With Disabilities: Ensuring Access to Higher Education and Career Training" will be reviewed.

### Web-based Activities:

- Provision of forms online by September 2000 (e.g., Request to write Test/Exam with AccessAbility Services, Courses requiring note taking services, Medical Certificate, etc.).

### Outreach Goal

#### Education Initiatives:

- Faculty Awareness: arrange meetings with Divisional Chairs and request to present at Divisional Meetings about the service. Explore the possibility of holding sessions on "Accommodating Students with Disabilities in the Classroom"



- "Diversity Awareness Training": Projects for outreach will involve Don Training in Residence, Writing Centre and other front-line staff.
- Involvement in key activities will continue (i.e., Student Services Fairs, Principal's Welcome, "Jump Start" for newly admitted students).
- Continue to identify transition issues for students with disabilities. Devise a questionnaire to help identify what students believe would have improved their first-year experience and what factors motivated the student's decision to select Scarborough. Based on the information acquired through the survey continue to develop strategies to improve service delivery.

#### Web-based Initiatives:

- Modify the website to ensure information pertaining to transition issues is improved and the site is inclusive.
- Partner with Web Project run by Student Affairs "On line Resources for Success" to ensure accessibility is incorporated into project and key information for students with disabilities is linked on this site.
- Continue to ensure the AccessAbility Services web site is linked to relevant web sites all over Canada (i.e., NEADS - National Education Association of Disabled Students).
- Provide input to the Equity Issues Advisory Group regarding the Equity Issues website. Ensure that AccessAbility Services at Scarborough is linked to this site.

#### Tri-Campus Activities:

- In conjunction with the Coordinators of DisAbility Services at St. George and the AccessAbility Resource Centre at Mississauga, explore:
  - ✓ Improving Faculty Awareness, especially for new recruits.
  - ✓ Review the admission process: issues to address include disclosure at the time of admission, and strategies to improve communications with new students with disabilities.
  - ✓ Continue monthly tri-campus meetings to ensure equitable services across the campuses.

#### Equipment/Technical Services Goal

- Continue evolving partnership with the Computer Centre to ensure support for student computer systems located in the AccessAbility Resource Lab.
- A workshop for students with disabilities will be held in the fall to provide training and information on the equipment available at Scarborough. A staff member from the Adaptive Technology Resource Centre will run the workshop. Students, Invigilators and Computer Centre staff will be invited.
- Continue to improve the access students have to adaptive equipment at Scarborough. Planned improvements include:
  - ✓ Purchase of a scanner, upgrades to current systems
- Explore improving security of the equipment/technology within the AccessAbility Resource Lab.

#### Accessibility Goal

In keeping with the University of Toronto at Scarborough's commitment to create a barrier-free campus the following projects will be completed by April 2001:

- H-Wing elevator panel and hall call buttons will be modified to improve access
- Improvements to the washrooms beside the AccessAbility Resource Lab
- Dome mirrors will be installed at key intersections
- The locking mechanism on the R-Wing unisex accessible washroom will be changed to improve accessibility to this space
- An auto-matic door opener will be installed on the Campus Police Entrance with funding provided by the Student Administrative Council - Wheelchair Access Committee (SAC-WAC)
- Installation of the new adjustable lecture hall tables

- The Advisory Committee on Accessibility to Disabled Persons will continue to meet every three months to review the progress of projects and identify new issues.
- Explore funding for auto-matic door openers and improving access to the Recreation Centre Showers.
- Promote the accomplishments with accessibility at Scarborough on the AccessAbility Services website and relevant web sites such as NEADS.

#### Achievements

##### Services

##### Workforce

- The Acting Examination Officer pilot project outlined in the 1998-1999 Annual Report was successful. As a result, the Examination Officer complement was permanently increased from 80% to 100% September to May. This allowed more time for the Coordinator to complete work and improved access to the office.
- The software "Meeting Maker" was purchased and installed. This improved the communication between the Coordinator and Examination Officer regarding the Coordinator's activities. As well, it expedited appointments with the Coordinator since all appointments were arranged by the Examination Officer. In the past, this process was delayed when the Coordinator was unavailable.
- The Examination office was not set up for two staff. However, the Examination Officer often works with a Work-Study Student or Office Assistants. This issue was resolved by purchasing furniture and reconfiguring the office to provide two workstations.
- A review of the Invigilator Training was undertaken and the Invigilator Manual was updated.

#### Professional Development

- The Coordinator attended:
  - IDIA PD session "Supports for Higher Education for Students with Psychiatric Disabilities"
  - Training at the Adaptive Technology Resource Centre to review updates in technology
  - Budget Training (B6 and CC Training input)
  - "Universities, Students and the Law" Seminar
  - Web Design which included a component on inclusive web design
- The Coordinator joined AHEAD and NEADS
- The Acting Examination Officer attended:

- Web Design at Scarborough which included a component on inclusive web design

#### Service Provision

- Continued focus on Best Practices of service provision. An audit of the AccessAbility Services volunteer services, specifically note taking practices, was conducted to identify the barriers, what was working and to propose changes. (Funding for the project was provided by the Office of the Vice-President and Provost from the MET funding originally allocated to DisAbility Services, St. George).
- Acting Examination Officer created new database for accommodation and course information.
- Updated the student handbook.
- Updated forms to facilitate information sharing between the Coordinator and Examination Officer and the Student and Examination Officer.
- Modified Note taking paper (NCR) in a format recommended by many Learning Skills texts, to facilitate the organization/presentation of the material.
- Participated in round table discussions at Scarborough on first year transition.
- Participated on the Deaf Students Transitional Pilot Project Committee.
- Participated on the Committee on Supports for Students who have Psychiatric Disabilities. The committee has discussed and implemented the development of educational and informational materials for the University community. Information regarding supports for students at Scarborough will be noted on posters that will be distributed across the campus.

#### Partnerships

##### Health and Wellness Centre:

- The Centre created a referral form which the Coordinator could utilize to expedite service delivery (i.e., the student requires immediate assistance, student needs to see . . .).
- The Coordinator met with the Nurse Manager to address documentation needs for the office and supplied a Medical Certificate for the doctor's to complete should they recommend accommodations for students registered with the service.
- The Coordinator and the Nurse Manager discussed the need for Anxiety/Panic Workshops for students with diagnosed disorders. This area will continue to be reviewed.

#### Outreach

- Facilitated the component of Inclusive Web Design within the College Web Training Seminars to staff and faculty.
- Participated in the St. George DisAbility Awareness Day.
- Met with all the Chairs of the Divisions to discuss the service.
- Met with the Vice-Principal to discuss outreach to Faculty. Out of this meeting the Coordinator supplied the Vice-Principal with an insert for the Faculty Handbook.
- Continued to focus on transition issues to first year students:
  - Met with Admissions and Registrar's Office staff to discuss proposals for outreach to newly admitted students. A two-page insert on transition issues was provided to all new students who attended the "Jump Start" days.

- Presented to Guidance Counsellors from Metro, York and Durham Regions on "Transition Issues faced by students with disabilities." Information regarding this topic was also distributed.
- Presented to Administrative Staff on the service and the role of AccessAbility Services, Staff and the University to support students with disabilities.
- Purchased a magazine/pamphlet holder and placed in high traffic area to ensure more visibility for service, specific disabilities, and resources.
- Created a space for the Resource Library in the AccessAbility Resource Lab.
- The Coordinator continued to represent the office and students with disabilities on the following committees:
  - Accessibility Committee
  - Site Planning
  - The President's Equity Issues Advisory Group (EIAG)
- Activities with the Equity Issues Advisory Group included:
  - updating and distributing the EIAG brochure
  - met with the incoming President and provided him with information about the service

#### Provision of Equipment/Technology

- Created a partnership with the Computer Centre to improve support for student computer systems located in the AccessAbility Resource Lab (i.e., regular checks of systems, improved support during exams, virus checks).
- Purchases included:
  - ✓ A new computer with Large Screen
  - ✓ JAWS software
  - ✓ 2 Electric Height Adjustable Tables
  - ✓ One mini four-track tape recorder (Funding for the above projects provided by the Office of the Vice-President and Provost from the MET funding originally allocated to DisAbility Services, St. George)
  - ✓ Height Adjustable Chairs

#### Accessibility

The Accessibility Committee continued to meet every three months to review the status of projects, set goals and priorities for 2000-2001.

The following projects were completed:

- ✓ Ramp to the bookstore and two portables; Auto-openers were installed to the Bookstore and exterior of S-Wing leading to the bookstore. Funding supplied by College Capital Projects Accessibility Fund, Council on Student Services and various Departments at Scarborough.
- ✓ R-Wing Elevator Upgrade (Funding supplied by College Capital Projects Accessibility Fund)
- ✓ Auto-matic door openers installed at the Library main entrance, two washrooms beside the AccessAbility Resource Lab (S-2) and three main lecture halls. (Funding for the above project was provided by the Office of the Vice-President and Provost from the MET funding originally allocated to DisAbility Services, St. George and was approved by MET).



✓ Accessible lecture hall tables were designed and funding was secured from the Council on Student Services and AccessAbility Service (MET approved the funding of this project). The height adjustable bases were purchased and the table tops were designed.

Accessibility Audits of the following areas were carried out:

- ✓ Cafeterias (H and R-Wings): by the request of the Manager of Food and Beverage Services. Modifications to improve accessibility were made, including the change in which food/drinks were displayed in the fridges to assist with reaching the items.
- ✓ Harbut House (in the Valley): a review took place to determine what requirements would be needed should a group use this space.
- ✓ Miller Lash House (in the Valley): the exterior was reviewed to ensure that pathways, staircases, etc. were accessible.

The Coordinator provided accessibility requirements for future development of the:

- ✓ Academic Resource Centre (ARC) Committee which will include library, lecture hall, computer lab, office and student study space.
- ✓ Residence Users Committee
- The Coordinator worked with the Parking Office to create a Medical Certificate students would have their doctors complete, should they require Inner Lot Parking.
- The Coordinator worked with Wheeltrans to improve the visibility of the pick-up/drop-off zones. Wheeltrans supplied and installed signage.
- The Fire Evacuation Procedures were reviewed and placed online addressing the assistance of persons with specific disabilities.
- The Physical Plant Department-Grounds purchased a bus shelter, taking into consideration accessibility requirements.

Challenges

Services

Workforce

- The Coordinator experienced challenges due to her disability this year. As a result, by the request of the Coordinator, the University's Disability Claims and Accommodation Unit for staff arranged workplace accommodations to ensure the Coordinator could continue to work. Disruption of services to students was minimized with the use of the Meeting Maker software and the Coordinator's ability to access her e-mails at home.
- The staff complement is not keeping up with the growth of the student population who has a disability at Scarborough and are identifying themselves. Under the proposed initiatives the effects of this problem may be reduced with an increase in hours for casual support staff.
- The staff complement is reduced from 100% to 40% in the Examination Office in June and July. This presents difficulties in terms of arranging exams, and is especially disruptive for the note

taking services. Support staff will be hired to help increase resources in this area during the summer of 2000 and this office will be reviewed before the start of the summer 2001.

Service Provision

- Space is a problem across the university:
  - ✓ The AccessAbility Resource Lab does not always meet our needs, especially during the final exam period. This was evident this year as the student population identifying increased and their needs become more diverse.
  - ✓ The office needs a reception area, however, the current space does not allow for this.

Outreach

Barriers to accommodations:

The OHRC (1989) recognizes "that many of the barriers to the equal participation of persons with disabilities in our society exists because of the inadvertence or lack of awareness of individual needs, and not because people deliberately sought to discriminate against persons with disabilities . . . "

The challenge for AccessAbility Services is to provide outreach/sensitization training with minimal staff time to organize activities. As well, one of the realities of outreach in a large institution is the difficulty of reaching a large number of people spread throughout the University (i.e., part-time faculty, etc).

Provision of Equipment/Technology

- ✓ A new computer was stolen from the AccessAbility Resource Lab. Security for the equipment/technology in this area needs to be reviewed. When the equipment/technology is stolen or broken it impacts service delivery to students, especially at the time of exams.
- ✓ There were problems with viruses on the computers in the Resource Lab. Support to this area to keep up-to-date virus software is underway.

Accessibility

While Scarborough attempts to be proactive with our approach to accessibility, we cannot accommodate for everyone's needs. It is therefore difficult to prioritize projects without knowing what the population will be from year-to-year. The effects of this are minimized with the early identification of students requesting accommodations.

APPENDICES

Service Statistics - Students Registered

MET Disability Code	Scarb. 1999-2000	Scarb 1998-1999	Scarb 1997-1998	Scarb 1996-1997
1- Chronic Medical/ Psychological/ Systemic	39	37	36	22
2 - Mobility	11	15	9	13
3 - Blind/Low Vision	1	2	2	3
4 - Deaf/ Deafened/ Hard of Hearing	2	4	2	3
5 - LD/ AD/HD/ Acquired Brain Injury which impacts learning	30	26	26	27
6 - Multiple (accommodated for more than one disability)	28	11	10	7
TOTAL	111	95	85	75

SERVICE STATISTICS - NOTE TAKING SERVICES

VOLUNTEER NOTE TAKERS

NOTE TAKERS	SCARB 1999 - 2000	SCARB 1998-1999	SCARB 1997-1998
# OF STUDENTS	52	29	34
# OF NOTE TAKERS	89	51	43
# OF COURSES	97	59	61

N.B. # OF STUDENTS = # OF STUDENTS WHO REQUESTED NOTETAKING  
# OF NOTE TAKERS - # OF VOLUNTEER NOTE TAKERS RECRUITED  
# OF COURSES = # OF COURSES FOR WHICH NOTES WERE REQUESTED

SERVICE STATISTICS - TEST/EXAM DATA

	Number of Tests/Exams written			Number of Students who wrote		
	Scar. 1999-2000	Scar. 1998-1999	Scar. 1997-1998	Scar. 1999 - 2000	Scar. 1998-1999	Scar. 1997-1998
May	26	25	44	22	22	26
June	22	23	19	12	13	11
July	9	8	6	8	8	5
August	23	14	14	18	14	11
September	2	-	1	2	-	1
October	82	55	60	38	29	26
November	65	58	22	40	35	15
December	120	91	94	52	43	44
January '00	23	9	19	22	7	15
February	109	71	64	45	36	32
March	41	34	41	27	24	23
April	161	147	131	64	54	63
May	18	26	22	16	22	22
TOTAL	'99-'00 701	'98-'99 561	'97-'98 537	'99-'00 366	'98-'99 307	'97-'98 294



# Office of Disability Services to Students St. George Campus Annual Report 1999–2000 July 2000

## Summary of the year's activities

The hallmark of the Disability Service this past year has been transition. The Coordinator of the Service resigned at the beginning of March, and a senior administrative staff member retired at the end of the same month. A review of the Service was commissioned, and interim staffing arrangements put in place. New construction all around the building in which the Disability Service is located created substantial access problems for some students using the Service. As a result, a new location for the Service was identified, and a design process begun.

In spite of the significant changes to staffing and space, the Service continued to deliver its programs and resources to students, and initiated a number of important new initiatives. This report will summarize them briefly.

The report of the review team was completed at the end of June 2000. The hiring process for the new Coordinator is scheduled to be completed in the fall. The new Coordinator will have a broad mandate to implement the recommendations of the review.

## Services to Students

The total number of students seen and supported by the Service this year increased over last year's total, to 716. With a new method for recording student information implemented last year, staff members are more confident that client statistics now accurately reflect the number of students registered. While the numbers of enrolled students in most categories stayed roughly the same, there was a substantial increase in the number of students with systemic/chronic medical difficulties.

In response to the increased demand for psycho-educational assessments, a second psychologist was recruited to work one day a week. The number of part-time psychometric staff conducting testing was maintained at four, to address the increased demand and to keep waiting time to an acceptable minimum.

The Service acquired a new wheelchair-accessible van last fall, to replace the old Mobility Bus. The new van was acquired at low cost; it is second-hand, but has low mileage and is in excellent condition. The Service continued to co-sponsor a learning skills drop-in centre with the Counselling and Learning Skills Service. The Centre is open afternoons and evenings, is staffed by trained graduate students, and enables students to come by without an appointment to obtain assistance in a variety of strategic learning areas.

The test and examination service experienced an increase in the number of exams written, in spite of a three-week strike by teaching assistants in January, 2000, during which time many students dropped courses, and many tests were delayed or eliminated.

## Location Issues

The new location of the test and examination facility, adjacent to the office location

of the Disability Service, resolved several problems related to remote operation. The centre was outfitted with up-to-date computer equipment and ergonomic furniture. Unfortunately, during the fall of 1999, construction began on a large new complex that wraps around the building in which the Disability Service is located. The affect of the construction site barriers and reduction of access to all elevators but one in the building created substantial problems for some student users of the Service and of the test and examination facility.

As a result, a proposal was made to move both the Service's professional and administrative offices, and the test and examination facility to the Robarts Library, the main library on the St. George Campus. The proposal was accepted and design development for the new location is nearing completion. The University expects to re-locate the Service early in 2001.

## Outreach to Students

In October 1999, the Service and the Adaptive Technology Resource Centre hosted a Disability Awareness Day, a series of events on campus designed to raise awareness of the challenges faced by students with disabilities. The day concluded with a highly successful and well-attended panel discussion, which featured several students with disabilities who were able to share important stories of success.

The Service is producing a handbook for students with disabilities and special needs, a companion to the well-received instructor's manual (*Teaching Students with Disabilities and Special Needs*). The manual will be available late in 2000. The Service has also planned an on-campus orientation and transition day for incoming students, scheduled for late August 2000. The objective of this day is to give new students and their families an opportunity to learn about University resources and supports, prior to the orientation period and start of classes in September. Staff of the Service have conducted information sessions for the recruitment staff of the St. George campus, and are providing input to the development of the new recruitment software being designed for the University's website. Staff have participated in several other training and awareness initiatives.

The Service has commissioned Fireweed Productions, a video production company which specializes in disability issues, to produce two videos, aimed at providing information to incoming students with disabilities and strategic learning needs, and to faculty and staff who teach and support those students. The Service has also commissioned a short video piece to be used by development officers raising funds for accessibility projects.

## Partnerships with Community Organizations

The Service continued to convene a University committee working on a Canadian Mental Health Association supported project, to improve supports for students experiencing mental health difficulties

while at university. Over the past year, members of the committee worked with the Gerstein Centre to produce a series of posters reaching out to students in emotional crisis or psychiatric crisis. University staff participated in several training sessions, including the annual residence staff training workshop, on topics related to emotional and mental health crises. Staff of the Service participated in the discussion that culminated in the creation of a two year pilot program, developing resources and mechanisms for responding to students in crisis.

Together with the Director of the University of Toronto's Transitional Year Program (TYP), the Service initiated a project with several community organizations and advocacy groups (The Canadian Association for the Deaf, the Ontario Association for the Deaf, and the Canadian Hearing Society, among others) and with Toronto area colleges and universities, to bring deaf students to college and university-readiness through the Transitional Year Program. The work of this group continues, with a target date of

September 2001, for bringing the first group of deaf students through the TYP.

## Summary

In spite of a year of significant transition and evolution, the Disability Service has continued to provide its core programs and resources to students, with commitment and dedication. Several important partnership projects with community organizations have continued and have produced tangible benefits for students. The plans for re-location will provide a substantially enhanced location for students using the Service's programs.

The recommendations of the Review Team's report set out a challenging mandate for change and improvement. The University intends to meet that challenge squarely; the recruitment of a new Coordinator with the leadership and management skills to implement the recommendations is a key priority.

Submitted by Susan Addario  
Director, Office of Student Affairs

## Community Safety Coordinator Report for the Period July 01, 1999 – June 30, 2000

The Community Safety Co-ordinator is responsible for co-ordinating ongoing education and outreach initiatives, directed at improving safety on campus, and for the co-ordination of the university's personal safety programmes. The Community Safety Co-ordinator works closely with other University offices including, the University Police; the University's other Equity Officers, Counselling and Learning Skills Service, Human Resources Department, and the Office of Student Affairs.

The principal objectives of the Community Safety Co-ordinator's office are:

- a) to maintain an awareness of personal safety and ensure it is given a priority in the University community
- b) to co-ordinate the University's safety network to ensure an integrated and timely response to crisis situations
- c) to provide a confidential consultative service to all university community members who have personal safety concerns.
- d) to work in co-operation with the University Police, Equity Issues Advisory Group, community groups and individuals, in the development and delivery of proactive programs, services and materials to reduce the threat to personal safety on campus.

To achieve these objectives, the office provides:

- Assistance to individuals and groups in cases involving threat, harassment, violence and other personal safety related incidents by offering: victim advocacy, counselling, support, follow-up and referral to/for victims of violence, trauma or other serious incidents.
- educational seminars for university community members on personal safety strategies.

- training sessions for community members on Non-violent Crisis Intervention and how to effectively and safely respond to verbal and physical aggression.
- communication networks to keep all affected staff and students informed about threats to their personal safety.
- co-ordination of the campus Safety Audit programs and implementation of recommended improvements to physical environments.
- establishment of ad hoc crisis management teams to deal with incidents or threats of harassment or violence.
- briefing of potential counsellors/mediators dealing with abusive or violent persons.
- co-ordination of protective skills and self-defence workshops.
- participation as a key member in the university's crisis management team in responding and co-ordinating activities in response to a crisis situation.
- a leadership role in the development of guidelines for effective crisis response and management on the St. George Campus.
- staff/student perception surveys as they relate to personal safety issues and programs

## Activities July 1999 – June 2000

Myra Lefkowitz was appointed Community Safety Co-ordinator on October 18, 1999, replacing Len Paris who assumed the position of Manager of Police Services, University of Toronto at Mississauga in August, 1999. This report reflects the activities following this date.

## Assistance, Support and Referral

During the last 8 months, (from October 1999 to June 30, 2000) the Community



Safety Co-ordinator dealt with approximately 84 cases, (compared with 73 in 1999 and 56 in 1998). (Formal statistical collection did not begin until December, 1999 thus this figure understates cases responded to by the office.)

Referrals were initiated by individuals experiencing a threat to their personal safety; by supervisors concerned about either the safety of an employee or concerned about the behaviour of an employee that posed a potential or actual threat to others; or, by others who although not in a supervisory role, were concerned about the safety of others.

Although there were many requests for referral, the 84 cases only represent cases where there was an action taken by the Community Safety Co-ordinator beyond that of referral. It is interesting to note that most requests for assistance or service were within the mandate of the office and were responded to within the office. Individuals calling the office for assistance had frequently been referred by someone who knew of the services or because they had explored other services unsuccessfully.

Typically a case encompasses meetings and co-ordination with a wide range of individuals and groups within and outside of the university:

- University of Toronto Police
- Other Equity Officers
- Human Resources
- Office of Student Affairs
- Housing Services
- Counselling and Learning Skills Centre
- Psychiatric Services
- Academic Department and Division Heads
- External Agencies (Queen St. Mental Health Centre, Toronto Police, Toronto Rape Crisis Centre, other Universities)

A case may be as straightforward as meeting with an individual, coordinating with one or more of the above groups and following up with that individual. On the other hand, and more typically, a case will include meeting with the individual or group on a variety of occasions, coordinating with several of the offices and services outlined above, and monitoring progress over an extended period of time. Some cases that began early in the academic year continue to require ongoing monitoring, consultation and intervention.

Interventions may begin by speaking to the caller; followed by speaking to a supervisor or parent researching the complaint and possible options; and assisting in the development of new safety protocols/procedures. In cases where a personal safety concern was raised in the context of an office or department setting, the concern was frequently known and often shared by other members of that unit. Consequently, many individual requests for assistance resulted in corollary actions such as leading a personal safety seminar for staff, students, faculty affected by the incident(s). Following these seminars, it was not uncommon for individuals to request private meetings to further discuss personal safety concerns. The co-ordinator worked very closely with the above university officers and offices to ensure that issues of personal safety were addressed in a comprehensive, timely and sensitive manner and were resolved for the individual communities involved.

The outstanding challenge of these cases stems from the particular situation of them occurring within the university community. Rather than dealing with any situation as a one time issue, the office in cooperation with other offices/departments must look to resolve a situation recognizing that in most cases, both complainant(s) and respondent will continue to be members of the university community. It is not often that university policies and procedures may be or are initiated to remove an individual from employment or study. Therefore, resolutions must address both the rights of the respondents and the rights of the complainant and all community members to a safe and secure environment.

The majority of cases brought to the attention of the co-ordinator involved various forms of disruptive behaviour, harassment, fear of, or actual violence. In many of the cases, mental health issues on the part of the disruptive or violent individual played a significant part in the behaviour and in the development of a response.

Following are the statistics for this year as well as selected case descriptions to illustrate the scope and variety of cases. (Cases have been altered to protect the privacy of those involved.)

Classification of Cases

Offence	1998-99	1999-2000
Criminal Harassment	19	25
Sexual Assault	02	06*
Sexual Harassment	06	03
Assault	05	03
Disruptive Behaviour	13	04
Harassing Telephone Calls, Letters, E-mails	11	11
Threatening Behaviour/Comments	12	19
Suicide/attempt suicide/suicide threats	01	02
Miscellaneous	04	11
TOTAL	73	86

- \* two sexual assaults occurred on campus, 4 occurred off campus; safety concerns existed on campus
- Note: The above statistics reflect cases where the Community Safety Co-ordinator was directly involved in providing assistance, support or intervention. The statistics do not reflect all of the cases handled by the University Police or reported in their annual report (January - December). Some of the cases may also be included in other Equity Officers reports such as cases dealing with sexual harassment or other forms of harassment.

Complainant/Respondent

Complainant	Respondent					Total
	Staff	Faculty	Student	Off-Campus	Other	
Ind. Staff	4	1	1	5	0	11
Ind. Faculty	0	1	3	3	2	09
Ind. Student	0	1	20	17*	5	43
Staff depart.	3	0	0	0	4	7
Faculty depart.	0	1	7	2	0	10
Other	1	0	2	0	1	4
TOTAL	8	4	33	27	12**	84

\*off-campus includes, ex-students, ex-boy/girlfriends of current students, parents of current students  
\*\* others includes, suicide threats, general safety concerns, concerns about the physical environment, anonymous or non-community members respondents.

The principal users of the office (84) were as follows: students (43), staff (17), faculty (20) and others (4, includes former staff, students or visitors).

A significant number of cases began off campus but flowed onto campus and continued to impact on a student, staff or faculty member while on campus. For example, a staff member's husband attended her workplace threatening both her and other office staff.

Summaries of Sample cases

- The sexual harassment officer and the community safety co-ordinator are contacted to provide advice with regard to a complaint by a student about a visiting scholar. Staff, faculty and the involved students are concerned about possible retaliatory action on the part of the visiting scholar following action by the department.
- A student is concerned for her safety on campus because her abusive father from whom she has fled, has discovered that she is living on campus. The student is particularly concerned about completing her exams without disruption.
- Human Resources consults on a case where a long-time employee with a history of aggressive and unpredictable behaviour is going to be released from employment. Staff and supervisor have concerns for their safety and the safety of the employee who has threatened to hurt himself in the past.
- A faculty member is being inundated with e-mails from an ex-student that are both threatening and sexually explicit. The student acknowledges that she suffers from schizophrenia but is not able/willing to alter her behaviour.
- A first year class of students in a professional faculty receive a threatening, racist and misogynist e-mail from an anonymous person. Faculty members and students suspect a student whose registration had recently been withdrawn.
- A student who reported a sexual assault to Toronto Police comes to the Community Safety Co-ordinators office to seek assistance with safety concerns she has on campus as well as referral for court support and information.
- A department chair contacts the Community Safety Co-ordinator in order to refer a first year student who has been stalked by a postdoctoral

student for a number of years. The student is not prepared to report to police but is concerned about the escalation in frequency and intensity of contact.

- Two staff members are concerned about the increasingly bizarre and intimidating behaviour of a faculty member. The faculty member is known to abuse alcohol and most recently has been speaking about his gun collection. This behaviour combined with his history of violence has led the staff members to be concerned for their safety.
- A student is fearful to attend campus following a series of communications with a man who has learned her name, has made sexual comments, has given her letters asking her to date him and on one occasion was seen following her. The woman is reluctant to report to police. Further investigation identifies the individual as the subject of several other similar complaints.
- A student is receiving death threats by e-mail from her ex-boyfriend. After a report is made to Toronto Police, charges are laid. The Community Safety Co-ordinator, residence staff and the student develop a safety plan.

Education and Outreach Initiatives

During the first several months following her appointment, the Co-ordinator met with many different groups, offices and individuals to introduce herself to the university community and to gain a further understanding of the expectations by community members of the Community Safety Co-ordinator's office.

The Co-ordinator also facilitated seminars, information sessions and workshops on topics such as Personal Safety Strategies, Criminal Harassment (Stalking), Crisis Intervention, Conflict Resolution, Workplace Harassment and Violence and University Safety Resources and Policy.

For example, the Co-ordinator, in partnership with other equity officers, led two training seminars for Athletics Centre staff on conflict resolution and resources on campus and presented to the U of T Camp staff on equity issues, related policies and resources; presented jointly with the Race Relations Officer to Transitional Year Programme student aides; presented a seminar on non-violent crisis intervention to Career Centre staff; presented at the annual Student Services Training Retreat; with the Status of Women Officer, met with members of the Physics department to discuss ways to enhance the safety of women students,



staff and faculty, met with staff of Gerstein library, First Nations House, Dentistry students, Civil Engineering and Registrar's office in Applied Science and Engineering to discuss and/or present on personal safety issues.

The co-ordinator participated as a speaker at the December 6<sup>th</sup> memorial organized by the Status of Women Office and also organized and presented an educational theatrical piece to 300 participants at the annual Take Your Daughter To Work Day event.

### *Safety Audits*

In partnership with the U of T Police Staff Sgt., the co-ordinator consulted on and participated in a safety audit of 321 Bloor St. W. building. Over 30 people from University Toronto Schools, Arts and Science, Dept of Sociology, and OISE participated in the audit. The audit has been completed and the committee is presently reviewing the recommendations and developing an implementation strategy.

Following a series of reports to U of T police of a voyeur in the women's wash-room in the Koffler building basement, the Community Safety Co-ordinator hosted a brown bag lunch to meet with women users of the building and discuss their concerns. The group identified safety strategies and agreed on the proposed installation of an emergency phone and series of mirrors.

In addition, the Co-ordinator has conducted modified safety audits of the Faculty of Social Work basement and University College. The Co-ordinator provided feedback and recommendations with regard to the building plan for Centre for Information Technology.

### *Protective Skills and Self Defence Workshops*

The provision of subsidized courses on self-defence and protective skills is offered to members of the campus community each academic year. During the 1999-2000 academic year, this office co-ordinated 14 courses provided to 220 persons. The Mother/Daughter course continues to be enormously successful and feedback from participants continues to be positive for all courses.

### *Administration of MET Women's Safety on Campus Grant*

The 1999-2000 grant from the Ministry of Education and Training supported the following programmes:

- funding recommendations resulting from personal safety audits;
- development and delivery of personal safety seminars, programs, self-defence and protective skills courses for members of the campus community;
- development of promotional/educational posters on self defence, a brochure on the aftermath of sexual assault and coping strategies, display materials to support personal safety initiatives; and,
- installation of emergency telephones in various campus locations.

### *Interim Room*

The Interim Room provides emergency accommodation for women fleeing abusive, harassing or violent situations. The office continued to assist in the funding of the Interim room, training of residence

staff and development of protocols for the safe operation of the room.

### *Liaison, Assistance and Support to University Police Initiatives*

The Co-ordinator assisted the University Police on personal safety and crime prevention programs, case management and office inquiries regarding community and personal safety. The Co-ordinator also monitored and assisted in criminal investigations involving personal safety issues and attended regular meetings with the University Police management and supervisors to plan responses and initiatives concerning community and personal safety.

### *Committees*

The Community Safety Co-ordinator is an active member of several committees on campus. As a member of the Equity Issues Advisory Group, the Co-ordinator has participated in selected cases, policy review and training. The Co-ordinator serves as chair of a tri-campus committee convened to address criminal harassment on campus. Subcommittees for this initiative are in the preliminary stages of a public education campaign, the development of an information kit for front line staff and faculty and related training and support projects. The coordinator contributes as a member of the Students in Crisis Committee, a sub-committee working towards a model for Student Crisis Team Response and a member of the Scarborough Safety and Security Committee.

### *2000-2001 Priorities and Objectives*

An on-going objective of the office is to ensure that there is an appropriate balance between casework and the proactive development and review of programmes and policy related to personal safety on campus. The increasing caseload presents a difficulty challenge to addressing other equally important objectives. The proposed expansion of campus policing to the Federated Universities will also impact on the office.

The Community Safety Co-ordinator has as her objectives for the year 1999-2000 the completion of projects and ongoing support of programs in the following areas:

- assistance, support and referral for members of the University community who have concerns about personal safety, threats, harassment or violence.
- continuation and expansion of awareness and educational programs for community members in dealing with disruptive, aggressive or assaultive behaviour.
- offering Non-violent Crisis Intervention training to front-line staff in selected departments and services.
- co-ordination and development of an integrated strategy to address criminal harassment
- co-ordination of activities to support the crisis management response procedures developed in 1999.
- expansion of the enrolment, promotion and the community's awareness of the self-protection resources and self-defence classes.
- administration of the Ministry of Education and Training grant for programs supporting women's safety on campus.
- development of comprehensive statistical collection method.

## Diversity Relations Officer-UTM Summary Report August 1999 – July 2000

### *Background*

During the fall term of 1996, the Principal's Advisory Committee on Diversity and Excellence (PACDE) was established at the University of Toronto at Mississauga (UTM). The mission of the committee was: "To research and to identify systemic barriers and problems related to culture, race, ethnicity, gender and identity and to seek out strategies to address them". One of the recommendations stemming from PACDE was the establishment of an Equity office at UTM to facilitate and provide guidance and support on equity issues.

In the winter of 1999, the Office of the Vice President and Provost approved an APF request from UTM to fund the establishment of a Diversity Relations Office for a three-year period. The University of Toronto at Mississauga established the Diversity Relations Office through the hiring of a Diversity Relations Officer (DRO) in July 1999.

In keeping with the institutional goals, the DRO is responsible for developing, implementing and evaluating programming directed to the maintenance of an inclusive learning environment and the addressing of issues of gender, sexual orientation, differently-able, culture, race, and equity for students, staff and faculty.

The primary functions of the DRO are to act as a confidential counselling resource for students, staff, and faculty in dealing with diversity issues or cross-cultural conflict; develop diversity programming initiatives for students and student leaders and clubs executives; work with the orientation team to develop diversity workshops for new students; work with Human Resources to support diversity sensitization workshops for staff; advise the Principal, Deans and other campus administrators relating to staff and diversity issues; liaise with Equity Issues Advisory Group (EIAG).

### *Activities*

Over the course of the first year the DRO was very active in many facets of university life at UTM. In addition to the primary functions of the office, the key priority was to increase awareness and profile of the DRO and services of the office. The DRO was active in providing in-services/workshops for New Faculty Orientation, Student Orientation, Student Centre Programmers, Club Executives, Registrarial Services, Student Services, Student Leaders and Faculty in the Humanities Division. In addition the DRO served and participated on various committees, which included Volunteer Fair, Survival Day, United Way Campaign, Volunteer Awards, Student Leader Awards, Quality Student Service (Q.S.S.), Student Centre Management Board, and Academic Appeals Board.

Furthermore, the DRO provided counselling services to students with difficulties. The primary focus was to provide culturally appropriate intervention. A couple of cases involved providing culturally sensitive intervention. The DRO also assisted in the mediation of complaints between students and faculty and students and staff.

### *Key Priorities*

While the primary functions of the DRO are an integral part of the day-to-day activities of the office, they will continue

to be included as priorities for the coming year. These include conducting diversity-training workshops for students, faculty, staff, and administration, aiding instructors, staff, and students in preventing/resolving misunderstandings with students, and serving on committees to provide insight and focus on diversity issues.

During the upcoming year the DRO will emphasize particular areas of diversity that require additional attention. These include assisting the Coordinator of Lesbian, Gay, Bisexual, Transgendered, and Queer Resources and Programs in the development of a Positive Space campaign to raise the sensitivity towards the Lesbian, Gay, Bisexual, Transgendered, and Queer (LGBTQ) community on campus; working closely with the Accessibility Resource Centre to address Accessibility/Disability on campus; supporting Campus Police to address safety/stalking concerns involving students and families.

### *Summary*

The Diversity Relations Officer at UTM has been a welcomed addition and resource. However, we must remind ourselves that each and every member of the University has a responsibility to put into practice the core values of our institutional documents, and implement University policies and to work diligently towards fulfilling the University's commitment to equity. The issues address by the DRO must remain the concern for the entire UTM community.

The campuses of the University of Toronto at Mississauga and Scarborough are expected to experience a rapid growth over the next four to ten years. We must ensure that the resources are also increased to provide efficient services to the University and its constituents. This includes at minimum, creating a permanent DRO position at UTM and the establishment of a similar DRO position at the Scarborough campus.

There still remain some key areas of equity that require attention, especially in the current time of change and growth for the University as a whole and at the suburban campuses in particular. Recruitment/hiring/appointment, promotion and tenure is critical over the next ten years as there will be a high "turnover" of faculty and staff. In addition, curriculum must reflect societal changes not only demographically but also in terms of public attitudes and social policies. Both of the above will represent our biggest challenges for the upcoming years, we must continue to work collectively to sustain the momentum of equity initiatives at the University.

The continuance of the Ethno-cultural Initiatives Fund continues to be a valuable resource in facilitating the changes necessary and should be commended. The addition of the DRO at UTM and the LGBTQ resources and programs office to the Equity offices are positive and important commitments towards a greater level of diversity at the University. The University must continue to seek out opportunities at all levels for the involvement of the Equity Issues Advisory Group. These Offices represent a valuable and important core of resources and skills to assist in the furtherance of equity at the University of Toronto.

Pardeep S. Nagra  
Diversity Relations Officer-UTM  
September 2000



# Family Care Office Annual Report

## July 1, 1999 – June 30, 2000

### Introduction

The Family Care Office was created in December 1993. It is funded jointly by the University's operating budget (through the Office of the Vice President and Provost and the Office of the Vice President Administration and Human Resources) and by students (through the Student Services fee). On an ongoing basis, the director of the Family Care Office reviews University policy, procedures and publications for their impact on those with family responsibilities and makes recommendations to vice presidents, deans, registrars and other administrators. The director acts as an advocate on behalf of University families with government and community agencies, University departments and employee and student organizations. The director consults regularly with these organizations to ensure that the Office is meeting the needs of the University population and that a high quality of service is being maintained.

The Family Care Office consists of the director, an information officer and contract staff working on specific programs. There is a resource centre comprised of practical material on topics ranging from pregnancy and infant care to lesbian and gay parenting issues, bereavement, and caring for elderly family members. Services include information, referral and guidance; educational programming and training; and policy analysis and advice. The Office provides several unique work/study and volunteer opportunities for students interested in undertaking research or career-related projects in family care or community services.

Since opening in 1993, the Family Care Office has experienced a considerable increase in demand for its services. The case load has grown from 142 cases in 1993/94 and 419 in 1994/95 to over 1100 cases this past year. The types of services requested by individuals and departments have extended beyond the child care and elder care functions envisioned when the Office was created. Clients want comprehensive family care including assistance with budgeting, time management, referrals to family lawyers, counsellors and physicians, access to a complex web of community services (including food and clothing banks, parenting classes and housing), and advocacy services. Departments benefit from consultations about policy and about unique situations involving individual employees and students.

Since 1998, the Family Care Office has assumed a larger role in the efforts of the University to recruit faculty members. In 1999, the Office launched the Faculty Relocation and Support Program. This highly successful program has provided deans, chairs and search committees with assistance in meeting their goals in an intensely competitive recruiting environment. The program has helped newly-appointed faculty and their families to relocate and adjust smoothly to life at the University and in Toronto.

The Family Care Office was also transformed this year by its move to the Koffler Student Services Centre. The new location enables staff to work collaboratively with other student services. This location is central and visible,

resulting in an increased demand for service. During the past year, several on-line resources were developed to meet the increased demand for service while keeping response times low.

### Direct Service

From May 1, 1999 to April 30, 2000, the Family Care Office dealt with 1101 cases: 396 students (50 part-time undergraduates, 161 full-time undergraduates, and 185 graduate students), 50 post-doctoral fellows, 541 employees (246 staff and 295 faculty members) and 114 others, including University departments, media representatives, other institutions, alumni and members of the community [see Table 1]. Hundreds more attended group presentations, panel discussions and displays in which the Office took part. It should be noted that case load is not the only indicator of the impact of the Family Care Office's activities. In terms of service to students and staff, the impact of the education and training programs and of the website is as significant as that of individual casework.

Table 1 Direct Service  
May 1, 1999 – April 30, 2000

Undergraduates (part-time)	50
Undergraduates (full-time)	161
Graduate students	185
Post doctoral fellows	50
Staff	246
Faculty <sup>1</sup>	295
Departments <sup>2</sup>	17
Media	12
Other <sup>3</sup>	85
<b>TOTAL</b>	<b>1101</b>

<sup>1</sup> All inquiries on behalf of an individual prospective or new faculty member are counted as one case per year, regardless of the number of contact hours

<sup>2</sup> Most cases involving departments are listed under the relevant employee or student category

<sup>3</sup> 'Other' includes alumni, researchers, general public and queries from the University community not directly related to family care.

Inquiries concerning child care programs and subsidies tend to be the least time consuming type of cases. Emergencies involving student families and faculty relocation cases are the most challenging and time consuming, in terms of staff resources.

As in previous years, student concerns centered around issues such as child care availability, access, and quality, children's programs, family financial planning, parenting, legal assistance, housing, prenatal health and maternity leave. Employees requested assistance with child care and children's activities, summer and emergency programs for children, as well as family care leaves (i.e. maternity leave, parental leave and part-time leave for child care purposes), relocation (including moving and housing assistance and referrals to health care professionals and other community resources), health issues, elder care, personal counselling, legal issues and concerns around work problems and work/family balance [see Table 2]. Sample case descriptions can be found in Appendix I.

Certain types of cases arose more frequently this year than in the past, such as requests for resources to support chronically ill family members, advice on advocacy for parents of children with disabilities, advice on Toronto schools and the school system, legal, counselling and health care referrals and guidance on creating flexible work arrangements. The Family Care Office plans to address many of these concerns in its programming and advocacy in 2000/2001.

Child care facilities/subsidies/children's programs	45.5%
Maternity and parental leave	19.1%
New faculty	10.4%
Housing	6.5%
Financial Aid	5.6%
Elder care	4.6%
Relationships/support groups/counselling	4.6%
Medical	4.2%
Balancing work/study/family; flexible work arrangements	3.2%
Parenting	3.1%
Legal Assistance	3.0%
Emergency Assistance	2.0%
Other (inc. work problems, general information, etc.)	11.4%

Note: An individual case is counted in each category that applies, with the exception of an inquiry from a prospective or newly appointed faculty member. This inquiry, regardless of content, would be listed in the 'new faculty' category only. All inquiries on behalf of an individual prospective or new faculty member are counted as one inquiry per year.

cally ill family members, advice on advocacy for parents of children with disabilities, advice on Toronto schools and the school system, legal, counselling and health care referrals and guidance on creating flexible work arrangements. The Family Care Office plans to address many of these concerns in its programming and advocacy in 2000/2001.

Departments consulted the Office on a range of family care issues, including maternity and parental leave arrangements, part-time leave for child care purposes, development of policies governing family use of facilities and referrals to external counselling resources for staff. There were frequent consultations around faculty recruitment issues and the planning of candidates' visits to Toronto.

The resources available to clients were enhanced in several areas. The Family Care Office continued its efforts to provide culturally sensitive service to clients. Referrals were offered to culturally and religiously specific resources as well as to so-called "mainstream" resources. Though this has always been an important factor for students and staff, this year, it also proved to be a critical factor in reassuring prospective faculty about life in Toronto.

The Family Care website was expanded to include background and follow-up materials for workshops, a comprehensive annotated summer day camp directory and links to useful off-campus resources [see Table 3A]. Staff, students and faculty were able to register electronically for workshops and automatic notification of programs.

The Family Care Office makes use of the broadest possible range of promotional tools for its services and workshops, ranging from email list serves, campus mail, posters, advertisements and announcements in University publications to public displays, presentations, class announcements and departmental newsletters. Despite these efforts, raising awareness of the services of the Office remains one of our most significant challenges. The Office conducted a thorough review of University of Toronto websites, academic calendars and handbooks to ensure that information about the services provided by the Office and other information of importance to students with family responsibilities was included, where appropriate, and that links to our website were added.

### Education and Training

Over 500 students, staff, faculty and their family members attended the 31 work-

shops sponsored or co-sponsored by the Family Care Office this year. New programs were developed including "When Your Loved One is Chronically Ill", "Family Cooking on a Budget", "Coping with Family, Friends and Society in Intercultural Relationships", "Lesbians and Gay Men: Getting Ready for the Challenges of Aging in a Youth Culture" and "Intercultural and Interracial Adoption". Other workshops included "Birthing Alternatives: The Role of the Midwife", "Balancing Work and Home", "Working with Your Child's School", "Help! I've Got Teenagers", "Choosing Childcare that Works for Your Family" and a support group for those who care for family members or friends with Alzheimer Disease. Our annual "What to do with the Kids this Summer" display was held in the Koffler Centre mall and attracted more people than ever before. A complete list of workshops can be found in Appendix II.

The Family Care Office cosponsored the second annual symposium for women graduate students interested in pursuing an academic career. This joint venture between several University departments and the Graduate Students' Union (GSU) attracted 117 women graduate students. The director of the Family Care Office facilitated a session on "Negotiating Skills for Future Academics" with the Vice President, Grievances of the University of Toronto Faculty Association.

The Family Care Office continued to offer training sessions for front line staff. These were designed to enhance their knowledge and use of referral resources for students in need or in crisis. This program has had a positive impact on students and the staff who work with them. The Family Care Office lobbied Staff Development to expand this into a module of workshops for staff who work with students. As a consequence, one new workshop has been added to the series to date.

The office continued its participation in orientation/training/information sessions for new academic administrators, SHOP volunteers, graduate coordinators, TYP interns (from OISE and Social Work), CALSS interns, students from TYP, SGS, Political Science, Social Work and the Institute of Medical Science and new faculty members in Arts and Science, Engineering and Family and Community Medicine. The invitations to speak to new faculty usually arise as a result of the Faculty Relocation and Support Program but they enable the director to raise awareness about Student Services as a tool of value to faculty members in their interaction with students. Increasing numbers



Table 3A &amp; Table 3B – Website Statistics

Since March 11, 2000, both the Family Care Office and the Faculty Relocation and Support Program websites have been monitored by Access Watch, a website traffic analysis tool.

**\*Definition of Terms Used in Table 3A and Table 3B**

- **Unique Hosts** – This measure assumes that every computer is unique to one person, so it is not exact, due to multiuser systems, public computer labs, etc. However, most people do use a desktop system of their own, so 'unique hosts' gives a fairly accurate approximation of how many people are viewing the website.
- **Unique Visits** – A 'unique visit' is a unique host active during the period of an hour. This measure gives you an indication of user interest in the website.
- **Accesses** – An 'access' is a request for an HTML page on the server.
- **Hits** – A 'hit' is any request on the server, including text and graphics.

Table 3A – Family Care Office Website Statistics  
March 11, 2000 – April 28, 2000

	Unique Hosts	Unique Visits	Accesses	Hits
Average (per week)	145	239	1060	2307
Total	1013	1670	7421	16152

Table 3B – Faculty Relocation and Support Program Website Statistics  
March 11, 2000 – July 1, 2000

	Unique Hosts	Unique Visits	Accesses	Hits
Average (per week)	263	326	608	1676
Total	4206	5215	9729	26815

of staff and students are being referred to the Family Care Office by professors.

The director organized and moderated a well-received panel at the Student Services Staff Development Day entitled, "The Big Picture: Where is U of T Headed and What Role will Student Services Play?" In addition, the director was a member of the program committee for both the 2000 and the 2001 College and University Work/Family Association Conferences in the United States and offered a session at the 2000 conference on "Meeting the Work/Life Needs of a Diverse Population".

## Programs, Issues and Awareness

### 1. Faculty Renewal

The Faculty Relocation and Support Program (FRSP) was developed by the Family Care Office this year with funding from the Office of the Vice President and Provost. Its goals are to:

- Ensure that those involved in academic searches are aware of and can easily access tools that enhance their ability to attract and hire the best candidates.
- Ensure that the process of integrating newly-appointed faculty and their families into the University and the city is comprehensive, efficient and welcoming.
- Provide support to the Office of the Provost in its efforts to retain faculty in a highly competitive environment.

Priorities were established for the first year of the program based on meetings with senior academic administrators and a focus group of deans, chairs and newly-appointed faculty. There were two immediate challenges. The first was to enhance communication with deans and chairs, raising their awareness of the significance of "quality of life" factors in attracting excellent candidates. The second was to distribute a vast quantity of information to prospective faculty involved in over 170 tenure stream searches.

To meet these challenges, the director made presentations to principals, deans and chairs on numerous occasions and met individually with deans and chairs to discuss recruitment needs and strategies.

Consequently, the sharing of strategies and tools across faculties and departments was facilitated. Some of the tools included a faculty recruitment package and the "Key Programs and Services Guide", originally developed by the Family Care Office in 1998.

The staff of the FRSP developed, field-tested and implemented a comprehensive website to introduce candidates for faculty positions to the University and the Greater Toronto Area. This website has proven to be highly effective in both the recruitment and relocation processes. Access to the site is restricted to prospective faculty and to University of Toronto users. The site has been visited an average of 1676 times per week for a total of 26,815 hits since March 11, 2000 [see Table 3B].

The director and staff of the FRSP met with over 120 prospective and newly appointed faculty (in-person, via email, by telephone or some combination of these methods) to respond to inquiries concerning a wide variety of issues including housing, spousal employment, health care, lesbian and gay issues, banking, moving, taxation, crime, education, child care, schools and specific ethnocultural and religious resources. The FRSP also provided individual consultations with new and junior faculty who were experiencing difficulty with adjustment issues.

An important component of the process of relocating new faculty is the provision of services within and outside the University in a manner that minimizes disruption and confusion, saving the faculty member time and aggravation. To this end, we have continued to coordinate efforts with academic departments, Human Resources, Treasury, the Controller's Office and the Real Estate Office. The banking program established last year was evaluated and will be modified later in 2000. The referral list of off-campus professionals (realtors, health care professionals, lawyers) was expanded and its members familiarized with issues, policies and benefits specific to faculty.

In its first year, the Faculty Relocation and Support Program has more than

fulfilled its objectives and did so in a very cost-effective manner. The major challenges of the coming year will be to enhance service to academic divisions and to faculty members. The recruitment environment is changing constantly and the FRSP must evolve to support the University in its efforts to recruit and retain talented faculty. The FRSP will continue a variety of joint efforts with academic divisions to develop additional orientation and training modules on a pilot project basis. These can then be modified for use by other divisions.

## 2. Access to Services and Programs for University Families

### a. Aid for Student Families:

The Family Care Office coordinated the annual "Financial Survival for Student Families" workshop cosponsored by the Family Care Office, Admissions and Awards, the Graduate Students' Union (GSU) and the Association of Part-time Undergraduate Students (APUS). The program proved more popular than ever this year and has become a permanent fixture of our course offerings. The director met with the executives of the Students' Administrative Council (SAC), GSU and APUS to discuss student family issues, wrote work/study funding applications on behalf of the University of Toronto Clothing and Food Banks and provided assistance to the new Student Crisis Response Project coordinator.

The Office continued to refer students to the two student parent groups on campus and to provide support to these groups as requested. For the past year, the Office has lobbied OISE/UT to create its own parent group in response to long-standing requests received from their graduate students. OISE/UT has committed to launching this group in 2000/2001.

Students frequently feel judged, misinformed, and cast adrift when they become pregnant in the midst of their academic program. In order to address this inequity, the Family Care Office and the Community Health Coordinator developed a pregnancy support document and protocol. Our goals were to provide information and options to students who wish to balance pregnancy, parenthood and studies and to provide guidelines for staff to support them effectively in their decisions. This information is now available via the web, through the student handbook, "Getting There", and will be distributed in the fall to registrars and other offices dealing with students.

### b. Child Care:

The shortage of government child care subsidies, particularly in downtown Toronto, remains a serious problem for student families and for the University child care centres who wish to serve their needs. As has been noted in this report since 1997/98, the Ontario Student Assistance Plan (OSAP) permits only a minimal child care allowance, under the assumption that most students will access the government subsidy system for the bulk of their child care costs. Without a subsidy, students find themselves paying \$600 – \$1000 per child per month for care. Several student families who already have subsidies have been adversely affected by reassessments of their ability to pay child care costs based on government calculations that consider OSAP loans as income. The expansion of the UTAPS program and the additional assistance provided by the Vice Provost Students, Admissions and Awards and some of the

colleges has helped many students. We are still searching collectively for a solution to the problem created when students are penalized by the child care subsidy system for receiving increased financial assistance from the University.

An additional problem for faculty, staff and student parents is the acute shortage of infant and toddler spaces in the vicinity of the St. George campus. Through parent education and outreach, we have encouraged University families to apply for care one year in advance. This will never be an effective solution for new faculty and student families who have less than six months notice of appointment or admission. Hopefully, this situation will be alleviated when a new child care centre is built. The Family Care Office has been working closely with the Director of Student Affairs on this issue and has continued to provide advice and support on child care to the Vice President, Administration and Human Resources.

The Family Care Office facilitated meetings of the University child care centres, provided assistance to them and was consulted by University child care centres on a wide range of issues. The Office produced and distributed a revised child care brochure to help market the centres to the University population.

### c. Families on Campus

The director continued to provide consultation and training on policies and practices related to families and children, particularly at the Athletic Centre. The Athletic Centre has continued to work at integrating child and family programming into its vision.

With the retirement of the Coordinator of Student Family Housing, the Office acquired responsibility for meeting the family care needs of the students living in the apartment buildings on Charles Street. We will be working closely with Housing Service staff to provide comprehensive services and programs to this population.

The director participated in planning and strategy sessions around the development of new housing for student families. Although housing itself is outside the mandate of the Family Care Office, the Office is very concerned about the need for more affordable housing for families, particularly student families. It is essential that family care facilities such as child care, recreational space, playgrounds and family resource centres are integral components of any new housing that is constructed or acquired.

## 3. Policies and Issues

### a. Maternity, Parental, Adoption, Child Care and Family Care Leave:

The Family Care Office was consulted by chairs, departments, faculty members, staff and students concerning maternity, parental, adoption, child care and family care leaves. The director reviewed the policies governing these leaves and made recommendations to the Vice President Administration and Human Resources during negotiations with the United Steelworkers of America (USWA). The inclusion of two clauses in the USWA collective agreement will be of benefit to many University families: the broadening of part-time leave to include "Family Care" as well as child care, and the creation of paid "Primary Caregiver Leave" for certain categories of parents.



The director continued consultations with the Vice Provost on "best practices" relating to faculty maternity leaves. A positive development this year was the release of a memorandum by the Vice Provost to principals, deans, academic directors and chairs outlining the University's philosophy, policy and best practices concerning maternity leave. The Family Care Office has experienced an increase in the number of male faculty members inquiring about the possibility of paid parental leave. This is the natural result of more male faculty being in dual career households and the attendant expectation that they will be more involved in the raising of their children. The University is continuing to discuss parental leave with the University of Toronto Faculty Association.

The budget passed by the federal government in the spring of 2000 generated considerable interest in the issue of maternity and parental leaves. The government announced changes to the Employment Insurance Act, effective December 31, 2000, which would expand employment insurance coverage for parental leave from the current 10 weeks to 35 weeks. This amount exceeds the 18 weeks of parental leave job protection provided by the Employment Standards Act in Ontario. Therefore, Ontario employers must determine whether they will safeguard the jobs of those employees wishing to take advantage of the extended leave provisions. The University will determine its position on this issue by September 2000.

More than two thirds of the women taking maternity leaves from the University attend Maternity Leave Planning classes offered by the Family Care Office. The Office also creates, revises and distributes maternity, parental and adoption leave kits to faculty and staff.

Finally, the Family Care Office has been called upon as a resource in the creation of many new flexible work arrangements for individual employees, particularly when the use of the "Part-time Leave for Family Care" policy is being considered. This form of leave is becoming increasingly popular. It is gratifying to see how significantly employees and departments have benefited from the use of flex-time, telecommuting and part-time leave agreements.

#### *b. Additional Employment and Equity Issues:*

**Lesbian, Gay and Bisexual Issues:** The Family Care Office renewed its emphasis on the provision of services to lesbian, gay, bisexual and transgendered members of the University community. A special training session was arranged for all Family Care Office staff and work/study students on creating a truly 'positive space'. We expanded the lesbian and gay issues section of the resource centre and research was gathered on the experiences of transgendered people. A workshop of specifically addressing concerns of the lesbian and gay communities was offered. Additionally, all of our workshops were consciously designed with inclusive content and language.

The Office compiled resources and offered specialized assistance to newly appointed lesbian and gay faculty and their partners. The Office participated in the Positive Space Campaign Committee.

**Employee Assistance Plan (EAP):** The director of the Family Care Office served on the selection committee advising the

Vice President Administration and Human Resources on the choice of an EAP provider. On an on-going basis, the director is an active member of the implementation and integration committees for the EAP. The EAP is expected to be of tremendous benefit to University employees and their family members.

**Post Doctoral Fellows:** The mandate of the Family Care Office is broadly defined to include almost all members of the University community. As such, we have always provided certain services to post doctoral fellows and their families. Due to their unique status, post doctoral fellows fail to qualify for many of the benefits or for the protection accorded to either students or employees. They typically do not receive a general orientation to the University. They have unmet needs in the areas of housing, child care and spousal employment. The Family Care Office lobbied for several years, on behalf of the Equity Issues Advisory Group, for the creation of a task force on the status of post doctoral fellows. This issue was addressed last year by a committee of the Association of American Universities (AAU). In late 1999, the School of Graduate Studies established the Task Force on Postdoctoral Fellows at the University of Toronto. The director of the Family Care Office met with the chair of the Task Force and provided documentation to assist the Task Force in its deliberations. Its report is due to be released in the fall of 2000.

#### *Acknowledgement*

It should be noted that none of the activities noted above could have been achieved without the contributions of all of the staff of the office including work/study and casual staff and volunteers. I would like to thank Marilli Martyn, Marsha Bryan, Lynn Lavalee, Linda Acheampong, Tabasum Ahmed-Ullah, Farzana Chowdhury, Alejandra Gonzalez, Umar Ruhi, Roslyn Thomas, and Annalise Weckesser for their tremendous dedication and efforts.

#### **Family Care Office Priorities and Initiatives 2000/2001**

1. Contribute substantially to the University's efforts to recruit and retain excellent faculty, staff and students:
  - a. Enhance the Faculty Relocation and Support Program (FRSP) by developing: protocols for moving; best practice options for faculty orientations; best practice options for planning recruitment visits; more extensive links with boards of education; and improved external programs with financial institutions and realtors. Expand outreach to deans and chairs in order to ascertain which services offered by the FRSP are most valuable in their recruitment efforts, to promote the services of the FRSP and to collaborate on the development of new services and programs that will support the recruitment, relocation and retention of new faculty.
  - b. Make recommendations to the University administration regarding policies, procedures and programs supportive of a "family friendly" working and learning environment such as flexible work arrangements, maternity/parental/adoption leave, part-time appointments and support programs for student parents.
  - c. Continue to work towards improvements in services and access to facilities for University families; work closely with the Real Estate Office, Student

Affairs, and Student Family Housing on the development of new housing and child care initiatives.

2. Collaborate with other University departments on programs and services to maximize our resources and their impact:

- a. Coordinate assistance to new faculty with the decentralized human resources offices.
- b. Facilitate referral resource sharing among Family Care and Family Housing staff; continue collaborative efforts with other student services, college and faculty registrars, the Office of Admissions and Awards and with member offices of the Equity Issues Advisory Group.
- c. Continue to raise awareness of family issues and the need to create a welcoming climate by working with Hart House, the Athletic Centre, employee organizations, student governments and others; conduct a children's book drive to collect and distribute donations of children's books to student families in need.

3. Enhance Family Care Office services to the University community:

- a. Produce new educational programs on topics such as parenting children with disabilities, and a brown bag lunch series on child development; continue the series for lesbians and gay men on family issues; participate in collaborative programs such as the symposium for women graduate students considering an academic career; work with Staff Development to expand and promote the module of workshops for front-line staff who work with students.
- b. Redesign the Family Care website and expand the FRSP website to enhance the Office's use of electronic media to communicate with members of the University community; expand the web-based publications produced by the Office.
- c. Provide assistance to student families, individually, through existing and new student parent groups and through joint programming and outreach in Student Family Housing.
- d. Begin strategic planning around long term role and structure of the Family Care Office; recruit and train new staff; refine office procedures and protocols.

#### **APPENDIX I**

##### **SAMPLE CASE SUMMARIES**

A student parent sought a referral to a family lawyer, assistance in navigating the legal aid system and ongoing support in efforts to gain custody of the student's child.

A prospective faculty member contacted the Office for information concerning services and programs in Toronto for children with learning disabilities.

The Family Care Office arranged access to campus facilities for the aging dependent of a student to enable the dependent to remain on campus while the student was in classes.

Family members, colleagues and managers concerned about the mental health of a staff member contacted the Office for resources and policy interpretations.

Upon reading about the Office's workshop concerning the challenges of aging in the lesbian and gay communities, a

client contacted the Office for assistance in locating supportive elder care for a gay relative.

A department chair sought guidance when experiencing difficulty in arranging a faculty member's complex maternity leave.

A department contacted the Office to respond to an emergency situation in which an employee had experienced a traumatic incident.

An international student couple who were expecting their first child visited the Office for information on prenatal and infant care and resources.

A couple, both faculty members, needed assistance in assessing the ramifications, both financial and professional, of applying for maternity and parental leave.

A student from a first nations background sought housing for herself and her family and culturally sensitive school programs for her children.

A new faculty member received information on culturally specific resources for herself and her family, as well as moving, banking and housing assistance.

A staff member wished to make use of the primary caregiver leave provisions in the collective agreement but wasn't certain whether he would qualify.

A faculty member experiencing difficulty with community elder care resources, contacted the Office for advice and new strategies for coping with the needs of the elderly parent.

#### **APPENDIX II**

##### **FAMILY CARE WORKSHOPS 1999/2000**

- Maternity Leave Planning for Faculty and Staff
- Choosing Child Care That Works for Your Family
- Alzheimer Disease Support Group
- When Your Loved One is Chronically Ill
- Helping Students Through Crisis: A Resource Guide for Front-Line Staff
- A Parent's Guide to the Internet
- Family Cooking on a Budget
- Working With Your Child's School
- Birthing Alternatives: The Role of the Midwife
- Help! I've Got Teenagers
- Coping with Family, Friends & Society in Intercultural Relationships
- Lesbians & Gay Men: Getting Ready for the Challenges of Aging in a Youth Culture
- Intercultural & Interracial Adoption
- Financial Survival for Student Families
- What to do with the Kids This Summer
- 2nd Annual Symposium for Women Graduate Students Considering an Academic Career



# Report of the Race Relations and Anti Racism Initiatives Officer for the period April 1, 1999 to March 31, 2000

## Preamble

The University established a permanent office for Race Relations and Anti Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of a Presidential Advisory Committee and in keeping with the University's continuing commitment to sustain a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a *Statement on Discriminatory Harassment and Prohibited Discrimination* on March 31, 1994. This Statement is rooted in the Human Rights Code of the Province of Ontario (*Revised Statutes of Ontario Human Rights Code, 1990*) in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

While the mandate of the RRARI office includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed, it is the responsibility of each and every member of the University community to sustain and encourage values justly residing at the core of our enterprise. The issues addressed by my office should be the concern of the entire University of Toronto community.

## Outreach and Mentoring

The effort to reach out to students from groups that are still under-represented in several of our faculties was given a much-needed boost by the provision of \$35,000 by the Vice-Provost, Students, in support of this important initiative.

The bulk of this funding was used to hire full time student co-ordinators for each of the participating units and should eliminate the uncertainty and stress, which sometimes plagued efforts in this area. Participating faculty members will now be able to devote their full energy to the mentoring of students and not be distracted by administrative crises which occur from time to time.

This funding support has also come at a time when the university has been told by the boards of education, whose support is critical to finding the most appropriate students for its mentoring programmes, that the level of such support cannot be maintained. Spending cuts experienced by the boards have reduced their capacity to do so. The student co-ordinators are expected to fill some of the void created by this development especially in the areas of recruitment and the provision to participating schools of information on the various mentoring options from which students may choose.

There have been other beneficial side effects resulting from the new funding. The early hiring of the student co-ordinators has led to a much smoother start to the programme. The common brochure and application form were

produced and distributed earlier this year resulting in an increase in applications. The admissions process has been improved to the extent that the hours devoted to interviewing have been greatly reduced by the fact that most applicants could be interviewed on the same day.

Although the summer of 2000 is likely to be the most successful yet for the mentorship initiatives significant challenges remain. Despite the wider distribution of recruitment information by First Nations House (FNH) there appears to be a low level of interest in the mentoring options being offered. More work has to be done in concert with FNH to generate greater interest in this community.

I know from having helped to shepherd the funding request for the Summer Mentorship programme (SMP) through its various phases that everyone connected to the programme is extremely grateful for the financial support provided by the Vice Provost, Students. However an initiative of the scope and significance of the SMP deserves to be funded in a much more consistent and predictable manner. It is time for the university to provide base funding for the SMP and to seek donor support through *the Campaign* for it. With consistent and predictable funding will come the means to deal with one of the more vexing problems facing the SMP – its inability to attract the promising students whose economic disadvantage makes it imperative that they be supported financially in order to participate. The ability to offer such students a modest stipend so as to attract them would greatly enhance the appeal and effectiveness of the SMP even beyond the levels reflected in the individual reports which follow. These reports provide a sample of outreach initiatives across the University.

## Faculty of Medicine

Since its inception in 1994, the SMP in the Faculty of Medicine has attracted more than 150 high school students. The involvement of five Boards of Education, the Association for the Advancement of Blacks in Health Sciences, and First Nations House has been crucial to the success of the programme. More students from minority populations appear to be now considering careers in the health sciences as they benefit from opportunities to explore their personal goals and interests, and participate in team building activities and interactive presentations with health professionals from a variety of backgrounds. In so doing they experience the reality of university life in everything from learning the library system to observing surgery.

The individuals in the Faculty's office of Student Affairs who introduced the SMP concept to the university, and have helped in the establishment of similar programmes in other divisions, have continued to work to involve the community at large in their projects, and have forged strong alliances with the parents of students who participate in their SMP. Some students who have been through the SMP have returned to the university to conduct research in medical sciences while they decide on their career goals.

Another unique initiative, sponsored by the University of Toronto's medical students in partnership with the Faculty's office of Student Affairs and the Toronto District school board, is the *Saturday Programme*. Its mission is to provide "tutoring, mentoring and enrichment experiences to inner city high school students who have demonstrated the desire to explore their potential, but who are not achieving their academic goals." Specifically, students drawn mainly from Aboriginal, Black and Portuguese backgrounds receive tutoring in Math, Science and English on Saturday mornings. This February, the programme was expanded from ten weeks to thirteen and attracted over eighty students.

Tutoring and mentoring activities were handled by over one hundred and fifty university students. As well as from Medicine, students from Physical Therapy, Occupational Therapy, Law, Nursing, Pharmacy and Engineering participated. They received training in basic tutoring and communication skills before serving as volunteers. Each high school student is matched with two tutors from different disciplines who share the tutoring and mentoring responsibilities over the entire programme. This design ensures continuity of contact and works extremely well.

Medical students from Community Affairs also provide a once a week after school mentoring activity for a group of about fifteen children aged eight to eleven years from the Alexander Park Co-operative. Many of these children have poor self-esteem, suffer from behavioural problems and lack social and emotional support. The hope is that through this programme, they will be encouraged to develop and pursue their personal goals and take greater pride in their community.

Since 1997, a collaborative effort involving graduate students in physiology, medical students, and teachers of science in inner city schools has resulted in the design of subjects and activities feasible for elementary and secondary students. Under the banner of "Let's talk Science" pairs of volunteers go out to schools to encourage interest in science.

## The Faculty of Law

The effort to promote diversity in the Faculty of Law continues at a number of levels and involves many individuals in a variety of roles. The faculty devotes a great deal of time and resources to its SMP, which is run in partnership with the Toronto District Board of Education, the Toronto Catholic Board and the Peel Board of Education. In many cases, the secondary school students who participate come from visible minority backgrounds or are economically disadvantaged. The contact made possible through interactive discussions with law students and faculty members exposes them, frequently for the first time, to the implications of choosing a career in law. Feedback from participants in the SMP continues to be overwhelmingly positive.

In the past year, faculty representatives attended seventeen recruiting information sessions across Canada and the United States many of which featured large numbers of minority students. The University of Toronto hosted one of these sessions. Also in March of this year the faculty hosted a Welcome and Outreach

Day supported by travel subsidies and billeting arrangements for out of town students.

The faculty, students and administrative staff have been aggressive in their approach to admissions. The Dean, using information obtained from the Law School Admissions Test (LSAT) data base writes to all students self identified as Black or Aboriginal and from Canada who have scores on LSAT that are within an acceptable range. The Dean encourages such candidates to apply to the University of Toronto. A similar letter is sent by the students on the faculty's Minority Outreach committee who also pledge to act as resource persons.

Last year the Aboriginal programme was particularly successful in attracting applicants. This was due in some measure to the availability of an academic support system in the form of tutorial assistance under the supervision of a Native students' advisor. For the 1999-2000 academic year, admission offers were made to 48% of Aboriginal applicants as compared to 17% of non-Aboriginal applicants.

The academic year in the faculty of law features a wide range of activities designed to bring its students into contact with diverse elements of the community at large. Some of the pro bono placements focus on issues of race. Agencies such as the Urban Alliance on Race Relations, the National African Integration and Families Association, the African Canadian Legal Clinic, the Pimicikamak Cree Nation and the Council of Agencies Serving South Asians all had U of T Law student volunteers during Fall 1999/ Spring 2000.

Black Law Students' Associations at University of Toronto and Osgoode Hall held a combined event, hosted and supported by the University of Toronto faculty of law in December 1999. Its purpose was to forge better links between the two associations and to develop and maintain mentoring opportunities for Black Law Students. Invitations were extended to Black undergraduate students at University of Toronto with an interest in law. The Summer Fellowship Programme in Public Interest Advocacy funded by a number of Toronto's major law firms exposes students interested in public interest legal activity in the local community. Last summer, placements included internships at organizations such as the Ontario Human Rights Commission, the Centre for Equity Rights in Accommodation, and the Association in Defence of the Wrongfully Convicted and the Simon Wiesenthal Centre.

The Faculty has maintained its interest in subsidizing attendance by its students of events organized by groups in the Black community. In February it provided financial assistance for seven law students to attend the annual Black Law Students' Association Conference in Windsor. In that same month it also subsidized the attendance by two law students of a dinner by the Canadian Association of Black lawyers in honour of Black judges.

## The Faculty of Social Work (FSW)

One of the goals set by the Faculty of Social Work (FSW) for itself is that of "ensuring that our students graduate with both the knowledge and the skills to work appropriately with a diverse client popula-



tion." This goal is in line with the demographic realities of the greater Toronto area where visible minorities now make up more than fifty percent of the population. The effort to achieve this end is aided by the work of the Anti-racism, Multiculturalism and Native (AMNI) Centre within FSW. The AMNI centre is active on several fronts. During the past year AMNI organized four public education workshops intended to assist faculty members, student and interested community members develop their knowledge of culturally competent practice.

AMNI recognizes that the contribution which international students make to the discussions and research in faculties such as FSW is invaluable, and has identified the well being and retention of such students as important priorities. A survey of the needs of these students is in its formative stages and will be conducted through semi-structured interviews by AMNI centre staff and volunteers. In addition, the Centre is developing recommendations on the recruitment practices of FSW.

AMNI is also very active in the community at large. Ten community and government agencies have representatives on its advisory committee. They include the Karuna Community Services, Native Child and Family Services of Toronto, the City of Toronto Access and Equity Centre and the Family Services Association. Thirty additional community groups receive the AMNI Centre newsletter and have been invited to contribute articles to it. Because AMNI public education events are open to community groups and agencies, it has become much easier to cement ties with these organizations and to co-sponsor events involving speakers provided by them. From its inception, the AMNI centre has worked to integrate elements into the curriculum at FSW, which would serve to broaden its diversity and appeal. This past year, utilizing a grant of \$6,000 from the Ethnocultural Academic Initiatives fund, AMNI hired a student to search out material on Native issues, which could be incorporated into the curriculum. As a result, the AMNI Centre Resource library now houses over sixty new reports and journal articles from this project which is still ongoing.

Research has continued in a number of areas relevant to the AMNI Centre's mandate. The Cultural Profiles Project, funded by the Ontario Administration of Settlement and Integration Services has already produced a number of profiles that are helpful to staff in social services agencies across the country. These profiles provide a general overview of the culture of a country and can foster greater understanding. Currently a review of the cultural profile of Canada and twenty more countries is being undertaken.

Other research projects relevant to the Centre's mandate include a study on the *Health and Wellbeing of Chinese Seniors in Canada* and one on the *Trafficking in Women from Eastern Europe and the Former Soviet Union: The Canada Case*. The Faculty has also secured contracts with Citizenship and Immigration Canada to perform an *Evaluation of the Settlement and Educational Partnership in Toronto Pilot Projects* and to conduct *Monitoring and Evaluation of the Settlement Process of Refugees sponsored by the Afghan Association of Ontario*.

In the fall of 1999 AMNI centre staff conducted a survey on *the effects of the current socio-economic climate on ethno-specific agencies in the GTA* and released

its findings to agencies such as the Community Social Planning Council and the City of Toronto Access and Equity Centre. It also collaborated with the Centre for Applied Social Resource and Yorktown Child and Family Centre on a research proposal on *the effects of migratory separations during the immigration process on African and Caribbean children and their families in the GTA*. Funding is being sought for this project which deserves support because of its critical importance to numerous immigrant families.

The AMNI Centre plays a central role in exposing students and faculty in FSW to a myriad of diversity issues. It has catalogued its reports on these issues and has made the collection available to the public for borrowing. In keeping with its interest in increasing applications from members of groups under-represented in the Faculty and the profession, FSW has been recruiting actively in some communities. FSW is especially keen to attract persons from groups such as First Nations, Black Canadian or American/Caribbean, Latin American, Arab, Portuguese, Vietnamese and African. A number of financial aid programmes have been established to support students from various groups that are under represented.

FSW, through its SMP, addresses the issue of minority student recruitment at the high school level. Students who have an interest in the profession attend a six-week program in the faculty. The programme is about to enjoy its fourth successful year and has served to generate interest in the profession.

#### OISE/UT

Much of the instruction in this division is offered with a concern for equity and diversity. This focus is very pronounced in its department of Sociology and Equity Studies in Education (SESE).

An appraiser involved in a recent review of the department on behalf of the Ontario Council of Graduate Studies urged the university to "*Prize this department — it is certainly one of the very best graduate programmes in sociology, education, political economy and anti-racism to be found in the English speaking world.*" This glowing assessment is due in large measure to the quality of the faculty, students and curriculum, which make up the department.

SESE is proud of its diversified faculty. Some of its members are well known for their pioneering work in anti-racism studies. Three recent faculty appointments were all secured by women of colour, the last made to a specialist in gender, race and ethnicity with particular focus on the Caribbean. SESE is convinced that the great increase in the proportion of students from visible minority groups, which it has experienced in the past few years, is due to the presence of visible minority faculty and courses which discuss anti-racism themes. There has also been a recent increase in the number of Aboriginal students at OISE/UT. Their representation is expected to improve further as more courses with Aboriginal themes are offered. To that end a new focus entitled "*Aboriginal and Indigenous Studies in Education*" has been added. A course on indigenous learning is already very popular and two new courses in this area have been developed by recently recruited faculty. A more detailed reference to courses in the area of anti-racism and critical race theory

is made in the section of this report dealing with developments in the curriculum.

Over the past few years, the department has devoted a great deal of effort to the restructuring of the program for pre-service students. In this initial teacher education phase, a number of courses such as *Anti Racism and Education*, *Cross Cultural Counselling and School, Family, and the Community* were offered in the 1999–2000 academic year.

The Centre for Integrated Anti-Racism Studies (CIARS), one of three new centres recently approved in the Department, has a mandate "*to foster interdisciplinary, integrative anti-racism research and to bring together scholars, researchers, students, and community members whose work is deeply committed to equity and social justice in education.*" This mandate explains CIARS' particular interest in developing an active role in pre-service education intended to provide an anti-racism focus.

I was pleased to learn that CIARS has been identified by the university for fundraising initiatives. The Centre has begun some interesting research projects such as '*community-driven strategies that promote academic excellence for racial and ethno-cultural minority high school students*' funded by the Ontario Ministry of Education and Training and *A preliminary study evaluating the barriers to greater participation and inclusion of minority students from refugee backgrounds in higher education institutions* financed by the university's Ethno-cultural Academic Initiatives fund.

CIARS is also working on two major new projects. An international conference is being planned for the next academic year and a research proposal to conduct a national study in the broad area of *Race, Racism and the Academy*.

If CIARS is to expand its important research activities, host international conferences and achieve its goal to be self-sustaining, it must secure funding from both the private and public sectors. I sincerely hope that the fund raising efforts by the university on the Centre's behalf and those being made by the Centre itself will be highly successful in the short term.

I have had several discussions with persons involved with the *Dame Nita Barrow Distinguished Visitor in Women in Development and Community Transformation*. Each year an exceptional woman from the South/Majority world is invited to OISE/UT for six months to "*teach a graduate studies course, pursue research and activist interests and to deliver the internationally prestigious Dame Nita Barrow Lecture.*" The Visitorship recognizes the remarkable contributions of Dame Nita Barrow, former Governor General of Barbados and graduate of the University of Toronto. She served as a worldwide President of the Young Women's Christian Association, the World President of the International Council for Adult Education, the Convenor of the 1985 NGO Forum for Women at the United Nations World Congress on Women in Nairobi and Barbados' Ambassador to the United Nations. This past year, the distinguished visitor was Nighat Khan, Dean, Institute of Women's Studies, Lahore Pakistan. She delivered a lecture on the Women's movement in Pakistan as part of a series sponsored by the Centre for Women's Studies in Education. Included in this

series were lectures on *Black Feminisms: Similarities, Differences, Contentions* delivered by an assistant professor at OISE/UT and *Black Women Teachers: The Racialization of the Teaching Profession* by a Ph.D. candidate.

A number of anti-discrimination initiatives were undertaken by the Student Services department. They included discussion groups to deal with issues facing racial minority students, a project by the Future Teachers Club intended to encourage high school and university students from under-represented minority groups to consider teaching as a career, and the presentation of a play designed to prompt discussion of the ethnic and linguistic diversity in Toronto's schools.

#### Faculty of Applied Science and Engineering (APSE)

This faculty has been an enthusiastic partner in the SMP for several years and has worked closely with divisions like Medicine, Law and Social Work to provide an enriching experience for high school students. About fifty students are expected to participate in the six week SMP run by the faculty. In fact, APSE has reconfigured its SMP so that it will be able to accommodate ten more students than last year.

The SMP is not the only method of outreach practiced by APSE. I have described in previous reports the visits which have been made to Aboriginal communities in the north. As part of the faculty's AMIK programme, student and faculty representatives made visits to Curve Lake and to communities in and north of Manitoulin Island. AMIK representatives also attended a Native Conference for Engineering Schools held at Concordia University in Fall 1999.

The faculty's Science Outreach educational camp is in its tenth year of operation and has been the medium through which many students are exposed to science and engineering. All three campuses are involved in the running of camps from January to the end of August. Students from inner city schools who are not able to afford to attend these camps are granted bursaries to assist them to do so.

In the Fall and Spring, APSE students conduct workshops both on campus and in schools to acquaint students with the challenges and career possibilities that exist in this area.

#### Other Initiatives and Partnerships

##### New College

In the past year, New College has done much to attract students from groups under-represented at the University. The Caribbean Studies programme and the African Studies programme, located at New College since their introduction, were joined by the Equity Studies programme in the 1998–99 winter session. Enrolment in all three programmes has been healthy with twenty-two students in the major programme and twenty-nine in the minor programme in Caribbean studies as of November 1999. The slight decline from thirty to twenty-four in African Studies may be attributable to two factors: competition from the Caribbean Studies programme, and the fact that two professors who teach key elements of the programmes have been on leave this year.



The programme in Equity Studies more than doubled its enrolment over 1998 where eleven students were enrolled by attracting twenty-seven students in 1999.

The diversity of choice available in courses associated with the college will be further enhanced by the addition of the South Asian Studies Programme which it is in the process of acquiring. The presence of South Asian Studies in the college should allow for some interesting synergies between it and other programmes currently in place at the College. In the coming year, courses in Bengali and Hindi will be offered under the "NEW" prefix. This generally positive outlook masks serious challenges which still exist. The absence of basic funding and of the security which relevant tenure stream appointments provide are major concerns. For example, the Caribbean Studies Programme Committee is very unhappy with the state of funding for that programme. Short term funding recommendations should ensure its survival in 2000-2001 and even the mounting of a new course in Indenture, Survival and Change but solid guarantees to guarantee the programme's continued viability have yet to be given.

The presence of a critical mass of students and academic administrators dedicated to the promotion of diversity has ensured the preservation of a number of important initiatives at New College. *The Mentorship Programme for students of Black African or Caribbean Descent* was run again this year. First and upper year students were paired and provided tutoring for students at Eastdale Collegiate and Flemington Public School. *The New Connections* initiative helps first year students make a connection with a senior student. Special events with emphasis on diversity included a one-day conference in March on the subject of *Race and Ethnocultural Equity in the University: Deliberating Strategies for Transformation*. This conference was sponsored by the Institute for Women's Studies and Gender Studies, the Transitional Year Programme, and the Equity Studies Programme in partnership with SESE at OISE/UT.

Approximately eighty Grades 11 and 12 Black students attended a one-day conference, *Dispelling the Myth*, organized by the Black Students Association. In the words of the organizers, who hope to see this become an annual event, "the purpose of the conference is clear in the title: to dispel the myth that university is not a place for Black students and that the University of Toronto especially is not a place for Black students."

#### *The Transitional Year Programme (TYP)*

TYP has just completed its most successful year ever with 80% of the students still registered in the programme by mid-October recommended for either full or part-time studies. This success rate is a dramatic improvement over the previous two years. There are other positive developments which deserve mention.

In previous annual reports, I have called for the establishment of a math/science option in the TYP curriculum to accommodate students who want to pursue degrees for which these subjects are prerequisites. The hiring last year of an instructor to teach mathematics combined with the appointment of a recent graduate of OISE/UT with a Ph.D. in Science curriculum will enable TYP to provide a

Math/Science option for its students. The first half of the academic year will be common to all students while the second half will be taught in two sections, one for students inclined to the humanities and social sciences and the other for those who wish to pursue math and science. In addition to this development, a new Arts and Science course, (probably ENV200Y *Assessing Global Change: Science and the Environment*) will be added to the list of options from which students may choose.

Those who run TYP recognize the importance of support mechanisms for students and the need to provide them wherever feasible. One reason why the First Nations Mentoring project was so highly successful this past year was that funding was received to retain Lee Maracle, a First Nations author, to provide mentoring services to First Nations and other students. She spent a day each week in the programme and gave numerous lectures.

Additional academic support will be in place for the coming academic year. New faculty appointments to TYP make it possible to devote almost a full FTE to working with TYP students when they enter their first year at U of T. Three faculty members will each spend about one third of their time helping students with the transition to first year. Much of their work will take place at New College and University College, the destinations for the majority of TYP graduates.

TYP students have benefited from recent changes in the University's financial aid policy, which have opened access to significantly more funding than previously. In the two-year period since these changes were put in place the programme has experienced its highest success rates. The availability of counselling to assist students with accessing financial aid and to develop skills in financial management has also contributed to this success.

A number of other financial arrangements are now in place to ensure support for TYP students during and in some cases after their period of study at the university. *The Graduate Achievement Award*, which currently enjoys an endowment of two million dollars, seeks to raise enough money to provide every TYP student graduating from the University of Toronto with one full year of OSAP debt reduction. Awards have been established in the names of Dr. Jack Dimond and Prof. Rona Abramovitch to assist needy graduates of the programme to continue at the University of Toronto. Two donations amounting to \$15,000 will ensure that the *Steps to University Programme* will continue through 2001-2002. This is a welcome development for a programme whose future was in doubt at the end of 1998. This past year, seventy-nine high school students who participated in STEPS completed the University of Toronto's Introduction to Sociology.

#### *The International Student Centre (ISC)*

The ISC continues to be an important source of information and services for International students and increasingly for their Canadian counterparts.

With the creation in August 1999 of the new position of Work/Study Abroad officer, ISC is now able to assist any student at the University with international and cross-cultural interests. Over 700 Canadian students have registered with a new work/study abroad listserv allowing them to receive information on

overseas opportunities, scholarships and information sessions on a regular basis. In the past year five of eight University of Toronto students who applied for the Canadian International Development Agency scholarships to study abroad were successful. Scholarships are valued at \$10,000 each. In the past, few if any University of Toronto students applied for these scholarships.

The "Buddy Programme" which ISC introduced in the fall of 1999 has enabled newly arrived International students to be paired with University of Toronto student volunteers many of whom have been international students themselves having studied outside Canada. Over 150 students, split between international students and volunteers, participated in this programme.

In the past year, ISC hosted events jointly with other departments within Student Services and with Hart House, the Athletic Centre and New College. These joint ventures have strengthened existing partnerships and enhanced referral and co-operation between the partners.

ISC provides assistance in a range of other activities. The Centre encouraged students in the running of discussion groups such as those organized by "Daughters from All Cultures." With the help of volunteers it also offers tutorials to students and their spouses designed to improve their written and conversational English. Volunteers, trained by Revenue Canada officials, helped international students during the 1999 tax season. The Centre even assists students to obtain visas to travel to the U.S.A.

It is easy to see why participation rates in almost all ISC sponsored activities have increased. The range of services which it now offers will ensure that the ISC attracts an even greater degree of interest not only from International students but other members of the University community.

#### *The Curriculum*

One indicator of a division's commitment to diversity is the extent to which it has attempted to integrate new elements into its curriculum in order to permit a broader range of discussion of topics whether they fall within the social sciences, humanities or other areas of study. Of course such integration can be more easily achieved in some divisions than others because of the nature of the subject matter within the curriculum. For example, OISE/UT has been able to introduce new foci in several of its programmes. This past year a new focus entitled "Aboriginal and Indigenous Studies in Education" was added. It is part of the Institutes initiative to build progress in this area. In the pre-service programme for the 1999-2000 year students were able to take an *Integrative Anti Racism* course intended to "provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society." In addition, pre-service students were able to enrol in a *Cross Cultural Counselling course for beginning teachers* which has as one of its aims the provision of assistance to student teachers "to develop resource guidelines and innovative practices appropriate in dealing with multi-ethnic as well as multi-cultural student populations." Another new course, *Minority Groups and Equity in Education* has been approved by the School of Graduate Studies and provides an overall framework for understanding equity practices in education. The Fac-

ulty of Law has continued to offer a wide diversity of course offerings with a view to diversifying its curriculum. Courses such as *Race and the Law: A Critical Analysis*, *Aboriginal Peoples and the Law*, *Advanced Aboriginal Studies Law*, *The Individual and the Community: A Cross-Cultural Dialogue* have served to expand the scope of the discussion on a number of important issues. In 1999-2000, the Distinguished Visitors Programme included courses such as *Building Democracy: the Case of South Africa and Fundamental Rights, Justice and Truth in South Africa*.

The AMNI Centre in the Faculty of Social Work is constantly looking for ways to infuse that faculty's curriculum with what has come to be known as "AMNI content," that is content which explores the anti-racist, multi-cultural and native aspects of particular courses. I have referred above to an ongoing search for material on native issues that can be incorporated into the present curriculum. This project illustrates one approach advocated by AMNI, which has been successful in broadening the diversity in FSW's curriculum.

The Faculty of Arts and Science plans to introduce a number of new courses for the 2000-2001 academic year, which will improve the scope and content of existing programmes. Examples include four new half courses and two full courses, which concentrate on selected aspects of Japanese and Korean cultures. Another course, POL4284 will look at *Politics, Culture and Identity in South East Asia*. The Equity Studies programme will feature a new course, NEW342H, *Special Topics in Equity Studies*. The Department of History will introduce, HIS476Y, *Voices from Black America* while SMC209H will deal with *Christianity in Africa*.

The University of Toronto at Scarborough has hired a specialist in African history and has added a course, *Africa since 1800* to its offerings in History, HISC95H, *Topics in Asian History* was offered last summer. The programme in Arts Management has added a course in *Cultural Pluralism and the Arts II*. In addition, a bursary aimed at culturally pluralistic organizations will offer placements to the college's co-op students. Similar developments in the curriculum as well as updates on a number of diversity initiatives at the University of Toronto at Mississauga will be covered in the annual report of that college's Diversity Relations Officer.

#### *Committee Activity and Training*

Membership on various committees serves to provide me with the opportunity both to contribute to discussions pertinent to the mandate of my office and to obtain valuable suggestions with respect to new initiatives, which should be undertaken.

The Principal's Advisory Committee on Diversity and Excellence at the University of Toronto at Mississauga has afforded me a chance to participate in the framing of a broad range of recommendations to promote diversity at UTM. My membership on the committee to raise funds in support of the Dame Nita Barrow Distinguished Visitorship at OISE/UT provided an appreciation of the significance of an international initiative to bring exceptional women from the South/Majority World to teach and do research at the Institute for a six month period.



Table I Formal Complaints Documented and Requiring Investigation by RRARI Officer

Source of Complaint	Constituency Identified in Complaint						Total		%	
	Student		Faculty		Admin. Staff					
	98-99	99-00	98-99	99-00	98-99	99-00	98-99	99-00	98-99	99-00
Student	8	7	8	12	10	4	26	23	59	47
Faculty	2	2	1	2	2	0	5	4	11	8
Admin.Staff	3	5	1	3	9	14	13	22	30	45

Of the 49 formal complaints received, 26 have been resolved, 11 have been dropped and 12 are in progress.

Table II Informal Complaints: No Specific Request for Action by RRARI Officer

Source of Complaint	Constituency Identified in Complaint								% 98-99      99-00	
	Student		Faculty		Admin. Staff		Total			
	98-99	99-00	98-99	99-00	98-99	99-00	98-99	99-900	98-99	99-00
Student	14	18	10	11	6	3	30	32	61	63
Faculty	3	2	0	0	2	1	5	3	10	6
Admin. Staff	4	6	5	4	5	6	14	16	29	31

Of the 51 informal complaints received, 35 were from individuals who insisted on complete anonymity.

The visitorship has led to the sharing of resources and the strengthening of partnerships to the benefit of all participants.

My membership on external committees provides similar opportunities. The Council of Ontario Universities' committee on Employment and Educational Equity concerned itself with a number of significant issues during the past year. In particular, its attempt to update and re-introduce to universities the concept of *Keeping Equity in the Decision-making Process* was an important initiative.

I served on a number of selection committees over the past year. These included the committee to recommend a new Community Safety Coordinator, and committees to select police officers for the St. George and Scarborough campuses. I worked with the Office of Research Services to assist it in meeting the university's requirements for ethical research when dealing with human subjects.

I was involved in a number of training sessions, some held in tandem with other Equity offices. Residence Dons training, training for building patrol security, workshops with TYP computer lab assistants, the building of intercultural communication skills with front line staff at Trinity College and planning with human resources personnel for staff training on university issues at UTM are examples of training activities.

*The Ethnocultural Academic Initiatives Fund (EAIF)*

This fund was established in 1992 and serves to encourage initiatives designed to diversify the curriculum and thereby enhance the recruitment and retention of under-represented groups. Generally, allocations for this program have been made on a year by year basis, but in July of this year \$600,000 was approved by the Planning and Budget Committee for the period 2000-2001 to 2003-2004. (Final approval of this allocation must come from the Academic Board and Governing Council.) Each year during this period, half of the allocation (\$75,000) will be used to fund proposals chosen from those submitted by divisions and colleges. The other half of the allocation is to be used to support a Visiting Scholar programme. This programme was proposed by the Provost's Advisor on Pro-active Faculty Recruitment as a means of attracting visible minority scholars to the University.

The decision to go to multi-year funding for these initiatives is a most welcome one. If the Visiting Scholar Programme is as successful as the outcomes from the divisional projects which this funding has supported traditionally, the University will have taken an important step to ensure and improve diversity in some important areas.

*Financial Support for Black and Aboriginal Students*

In 1996, I reported that the University had received an anonymous gift dedicated to the support of Black students many of whom would be disqualified from attending because of the financial burdens they faced. Agreement was reached to distribute the \$750,000 gift over a five-year period. In 1999, allocations from this source were made as follows:

- The Transitional Year Programme – one bursary of \$3,000*
- Opportunity Admission Scholarship – seven @\$4,000/each*
- University of West Indies Exchange – one bursary @\$3,500*
- Graduate Special Entrance Scholarships – two (renewals) @\$12,000/each*

In addition to these allocations, \$20,000 was set aside for the Mentorship programme this summer. While awards similar to those described above are possible for this year, the fund will be exhausted once they have been made.

The University must find alternate ways to fund these targeted awards for needy Black students and for its highly successful mentoring and outreach programmes. The time has come to make fund-raising in support of these projects a top priority of *The Campaign*.

*The Case File*

Tables 1 and II below provide comparative data for 1998-99 and 1999-2000 by source of complaint and constituencies identified in the complaint. The data in both tables cover a twelve-month period.

Incidents involving students were in the majority over the past year. Complaints by students ranged from having been unfairly accused of plagiarism by faculty members to differential treatment based on ethnicity and/or mode of dress. Students complained about the alleged racist content of texts used in their courses. One student accused her professors of deliberately standing in the way of her graduation by giving her failing grades because of her race.

Two students were accused of threatening behaviour directed at their professors on the basis that they felt ignored and were never asked to contribute to discussions. Three students were accused of the misuse of University computer facilities in the form of transmitting racist messages.

Complaints from faculty members involved attitudes of students and administrative staff towards them. In the Administrative area, concerns about upward mobility were the chief sources of complaint. Several staff members complained that they were overlooked for promotions because of race or ethnicity.

Individuals and agencies outside of the University brought their concerns to the office as well. One person complained of treatment she received while staying in residence with her family. She was convinced she was the victim of racial profiling. The Canadian Jewish Congress made strenuous objections to the appearance at Hart House of an author known for his anti-semitic views. Many individuals and agencies called me to complain about the University's alleged mistreatment of one of its former employees whose case is before the Ontario Human Rights Commission.

*Summary*

In my last report, I described the challenge the University faces in having to hire up to one hundred new faculty each year for the next four or five to meet the expected surge in demand for University places.

I am encouraged by developments since that report which I think will enable the University to make a more concerted effort to achieve a greater level of diversity at the faculty level.

The Provost is committed to a hiring plan which will "include a substantial improvement of our hiring record with respect to visible minorities and other targeted groups." Their recruitment and hiring will be facilitated by the Provost's appointment of an Advisor on Pro-active Recruitment.

This process has also been assisted by the provision of updated hiring guidelines to divisions. These guidelines include a more welcoming statement in advertisements and a strong university commitment to diversity. They contain a section devoted to proactive faculty recruitment, which among other things suggests that to focus on equity is not at the expense

but in the service of excellence. The suggestion that the excellence of every appointment must be clearly demonstrated is repeated throughout the guidelines. All of these factors indicate to me that the university does not intend to squander this unique opportunity to increase the diversity of its faculty.

A correspondingly strong commitment to diversity should be made in the hiring of administrative staff, especially at senior levels. As we look to make new appointments in this area to support the predicted expansion, we should be no less concerned with finding excellent applicants from under-represented groups to fill some of the available positions.

There have been a number of positive developments in areas which have a direct effect on students. The range of choices available to students interested in a more diverse curriculum is increasing especially in divisions such as FSW and OISE/UT. The recruitment and retention of International students is receiving increased attention. The School of Graduate Studies has continued a pilot project to encourage recruitment and to provide scholarship assistance to these students. Similarly, FSW, through its AMNI Centre Advisory Committee, has begun a survey of the needs of its international students to better inform attempts to support and retain them.

The financial resources, which have been dedicated to ensuring that no student should have to cease attending university due to a shortage of funds, are having the desired affect. Having said that, the funding provided by an anonymous donor and dedicated to the needs of Black students will no longer exist after this year. That gift has made it possible for the university to award scholarships and support projects of benefit to this group of students. Some way has to be found to continue this targeted support.

The general course, which the university has charted for itself for the next five years, is a very positive one. An appropriate emphasis is being placed on the need for more diversity in a number of critical areas. There is no doubt that the choices we make today will affect the institution for many years to come. It is a responsibility that we should not take lightly.

Kelvin E. Andrews  
Race Relations and Anti Racism  
Initiatives Officer  
September 2000



# Sexual Harassment Office Annual Report 1 July 1999 to 30 June 2000

## Introduction

This year there were 246 complaints to the Sexual Harassment Office, of which 40 went through the formal complaints procedure. Comparable figures from the last three years are as follows:

1996-97	217:36
1997-98	226:48
1998-99	216:51

The overall number of complaints has thus increased, while both the number and the proportion of formal complaints has decreased. Of the 40 formal complaints received, the majority were settled in mediation; 7 of the 40 were withdrawn at various stages of the complaint process.

The numbers fluctuate from year to year, within a range of about 15%, and I am unwilling to draw any conclusions from the Office's statistics about the incidence, prevalence or character of sexual harassment on campus. The circumstances of each case are distinct, and there is a huge diversity in the salient issues from one case to another, such that it is impossible to extrapolate from the figures any meaningful information about trends. Moreover, given the size and heterogeneity of the University community, and the polymorphism of the phenomenon of sexual harassment, these numbers can only represent a fraction of what is happening on campus.

At the same time, there are every year particular complaints which present particular questions – about the compass of University policies, about the adequacy of educational initiatives, and about the sufficiency and coherence of University resources – and it is these questions which inform a great deal of the educational and policy development work undertaken by the Office. For example, it has become evident from a number of cases that our policies on conflict of interest are not always well understood among the teaching staff, and are unfathomed among undergraduate students. Similarly, it is clear that managers do not always know how to deal with workplace harassment that is not explicitly discriminatory, and is therefore outside the remit of the University's equity offices. These issues are therefore ongoing priorities for the Office.

## Nature of complaints

The *Policy and Procedures: Sexual Harassment* is one of exclusive jurisdiction. In other words, if a matter falls within the ambit of the *Policy*, it must be addressed thereunder and not through other forms of resolution. This provision was intended to ensure confidentiality and the corollary protection of people's reputations; and also to establish a consistency of practice in handling complaints across the University. It is an important safeguard, and it is generally adhered to. However, nothing in University policy relieves managers of their responsibilities under provincial law, and these extend to an overall responsibility for the working environment. Managers will therefore often have a continuing interest in the progress of a complaint, and their co-

operation may be required in order to give effect to the terms of a settlement.

Moreover, sexual harassment is not usually an independent phenomenon. It arises in the context of relations which are multi-faceted and have complex histories, and is as often as not one among a number of conflicts and grievances in a particular case. In law, it is understood as a form of sex discrimination – that is, discrimination based on sex; in practice, it will manifest the particularities of a given relationship as much as the generalities of gender relations. Every case is different, and each one is a product of the meanings and motives people have imputed to specific interactions. In many situations it would be impossible to find an appropriate resolution to a complaint without taking account of the context in which the complaint has been made, and of the other concerns of the parties involved. Further, in many cases an appropriate resolution will include some form of educational initiative in the relevant department, and this will require the support of managers and academic administrators. For these reasons, I rely heavily on the counsel and assistance of colleagues, particularly those with supervisory responsibilities, in handling complaints.

In most cases people who contact the office do not go forward with a formal complaint under the *Policy*. In some instances this is because their complaint is outside the jurisdiction of the *Policy*; in some instances the complainant intends to deal with the matter directly, and requires information and advice in order to do so; in some instances the complainant has the option of commencing a criminal action or pursuing the complaint under a collective agreement or other University policy. Some individuals, however, decline to proceed because they fear the repercussions of explicit confrontation, and because they are not confident that the University will or can protect them from subsequent retaliation. This is not usually a fear of physical violence, although the issue does arise; more often, people cite their concern about covert forms of retaliation – adverse informal references, gossip, indirect influence over grant decisions, and the like – which have the potential to blight their futures. This is a particularly significant issue for graduate students who aspire to academic careers, and the problem is replicated in universities across the continent. It presents a powerful argument for the meticulous application of employment equity principles in academic hiring: for transparent selection criteria, for consistent interviewing practice, and for explicit decision-making processes. The adverse treatment of sexual harassment complainants is as much a form of sex discrimination as the sexual harassment itself.

The following summaries are examples of formal complaints made to the Sexual Harassment Office in the past year. A formal complaint is a written direction to the Sexual Harassment Officer to initiate the complaint procedure, by contacting and interviewing the respondent, and subsequently by commencing a mediation process. In theory at the initial stages a formal complaint involves only the imme-

## COMPLAINTS

### FORMAL COMPLAINTS: 40

#### Constituency of complainant and respondent

Respondent:	staff	faculty	graduate	u/graduate	total
Complainant:					
staff:	6	1	1	3	11
faculty:	-	1	1	1	3
graduate:	2	5	3	-	10
undergraduate:	2	3	-	11	16
total	10	10	5	15	40

#### Gender of complainant and respondent

	Female respondent	Male respondent	total
Female complainant	2	30	32
Male complainant	4	4	8
total	6	34	40

#### Form of sexual harassment

Part A s.1(f)(i) promise of reward	4	harassment based on sex	31
Part A s.1(f)(ii) threat of reprisal	4	harassment based on sexual orientation	9
Part A s.1(f)(iii) physical conduct	24		
Part A s.1(f)(iv) verbal conduct	35		

\*complainants usually refer to more than one form of harassing behaviour by respondents

#### Outcome of Formal Complaints

Withdrawn before stage 1	2
Resolved at stage 1: informal resolution	29
Withdrawn before stage 2	4
Resolved at stage 2: mediation	4
Withdrawn before formal hearing	1
Disposed of in formal hearing	-
Suspended during other proceedings	-
Dismissed	-
In progress	-

### INFORMAL COMPLAINTS: 206

#### Reasons for not using the Formal Complaints Procedure

Complaints within the jurisdiction of the Policy:	Complaints outside the jurisdiction of the Policy:
Sought advice only: 56	Complaint out of time 5
Fear of repercussions: 12	Party/parties outside University 36
Criminal proceedings initiated: 8	Conduct outside definition 39
Other proceedings initiated: 29	Respondent covered by collective agreement 4
Complaint adjudged frivolous/vexatious 4	
Complaint adjudged unfounded 4	
Respondent anonymous/untraceable 9	
total: 122	total: 84

#### Constituency of complainant and respondent

Respondent:	staff	faculty	graduate	u/graduate	anonymous	off campus	total
Complainant:							
staff:	35	11	12	8	4	7	77
faculty:	1	8	3	1	1	5	19
graduate:	3	17	12	3	1	12	48
undergraduate:	5	12	4	17	3	8	49
off campus:	4	3	2	-	-	4	13
total:	48	51	33	29	9	36	206

#### Gender of complainant and respondent

	Female respondent	Male respondent	Unidentified respondent	total
Female complainant	12	144	6	162
Male complainant	13	28	3	44
total	25	172	9	206

#### Form of sexual harassment

Part A s.1(f)(i) promise of reward	17 *	harassment based on sex	136
Part A s.1(f)(ii) threat of reprisal	17 *	harassment based on sexual orientation	31
Part A s.1(f)(iii) physical conduct	97 *	[conduct not covered by policy]	39
Part A s.1(f)(iv) verbal conduct	128 *		
sexual assault	16 *		
physical assault	6 *		

\*complainants usually refer to more than one form of harassing behaviour by respondents



diate parties to the complaint (and their representatives, if any). In practice, other people have often become involved long before the formal complaint is made, and their continuing involvement and co-operation is often crucial to ensuring an adequate University response.

- A casual employee is released at the end of her contract. She had expected to have the contract renewed, and believes that she is being victimised because she had voiced her objections to her manager's conduct towards her: he had addressed her as 'sweetheart' and asked her questions about her boyfriend until she told him to stop.
- A student has switched tutorial groups and dropped a course in order to avoid encounters with her former boyfriend, who is also a student. However, she constantly runs into him, on and off campus, and when they meet he invariably presses her to see him, talk to him, and explain herself to him. He is sometimes hostile. She is beginning to think he is deliberately waylaying her, and is starting to feel scared.
- Staff members in an academic department have been irked for some time by the crass sexual remarks of a particular faculty member. The faculty member is about to assume an administrative rôle which will place him in direct supervision over three employees; they are concerned that he will exploit the opportunity to tease and embarrass them, and wish to prevent this.
- The manager of a student service department is concerned about the conduct of students towards one of his staff, and believes that one student in particular is sexually harassing the employee. The employee is unforthcoming and is clearly reluctant to take any action; the manager wants to ensure that appropriate steps are taken to address the situation.
- A faculty member is receiving increasingly frequent and increasingly bizarre e-mail and phone messages from one of her students. The messages are highly personal and full of sexual innuendo. She speaks to faculty and staff colleagues who have had similar encounters with the student and are concerned that he is unpredictable and may be a danger to himself and others.
- A student who regularly works out on campus complains about the conduct of an employee in the facility he uses. The employee has repeatedly asked the student if he is gay; when asked to account for the question, he responds aggressively, with pejorative comments about the student and about gay men.
- A student has become more and more annoyed by the behaviour of another student, who constantly makes sexual remarks to and about her, and seeks her out at social events. She has told him she is not interested, but he refuses to leave her alone. Mutual friends of the two are angry with her for initiating formal action.

#### *Complaints outside the scope of the Policy and Procedures*

The following examples are of issues and concerns that have been brought to the Sexual Harassment Office, but which for a variety of reasons fall outside the ambit of the *Policy*. In some situations the case

clearly presents a University interest or obligation, or otherwise warrants intervention; in others, the Office can do little more than offer information and referral. Similarly, in many cases the complaint is clearly one of sexual harassment, but does not fall within the University's jurisdiction, whereas in other cases the complainant is seeking advice or assistance on matters which are not directly related to the purposes of the *Policy*.

- An incoming student is concerned that she will encounter a former colleague on campus: he is not a member of the University, but he uses various facilities, and he has harassed her in the recent past. There is no basis for a formal complaint under University policy, but the student's Faculty takes steps to secure her safety on campus.
- A student is concerned that her professor has asked her inappropriate personal questions and may follow these up with unwelcome advances. It is clear from her account that the professor's questions do not go beyond polite chat, and that there has been nothing untoward in his conduct. The professor's conduct does not constitute harassment and is not based on the student's sex or sexual orientation.
- A caller who is not a member of the University wishes to make a report about the conduct of a University employee. The conduct in question did not occur on University premises, nor in the carriage of University-related activities. It is thus outside the University's jurisdiction.
- An employee wishes to register an objection to a student publication, which has printed material she considers irresponsible and obscene. The *Policy* contains specific protection of freedom of expression, and covers written and oral comment only when it is directed at specific individuals. It thus rarely applies to general publications.
- A student has been sexually harassed by her landlord, in off-campus accommodation. The University has no direct jurisdiction, but the Student Housing Service de-lists landlords if it is informed of problems, and assists students in finding alternative housing.
- A faculty member is receiving abusive e-mail messages from an anonymous address. The messages are eventually traced to a former student. In some cases of this kind, the complainant can initiate criminal proceedings; it is also possible on occasion to contact the respondent's current service provider and seek assistance.
- A student is being harassed by a former girlfriend, who is also a student. So far none of the incidents has occurred on campus, but the student is concerned that the conduct is escalating, and believes that the harasser's avoidance of the campus is a well-informed and deliberate strategy to avoid disciplinary action. The Community Safety Co-ordinator, the campus Police Services and the Sexual Harassment Office assist the student in developing a safety plan.
- A student had a brief sexual relation with a professor, which ended unhappily. The professor was not one of her teachers, but she now wants to enrol in one of his courses. The relevant

University Policy is that on Conflict of Interest: if the student places herself under the professor's direct supervision, he will be obliged to report a conflict of interest to his Chair, who may then decline to approve the arrangement.

- An employee wishes to complain about the conduct of his supervisor, who has a peremptory manner and a quick temper. The employee understands that the issue is not one of sexual harassment, but wants to remain anonymous and knows that advice from the Office is confidential. He wants to learn more about his options so that he can review them without committing himself to a particular action or leaving a record.

#### *Policy development*

The University has now signed its first contract with the administrative staff union, the United Steelworkers of America, and the agreement gives staff the option of pursuing sexual harassment complaints either through the grievance procedure or through the *Policy and Procedures: Sexual Harassment*. As collective agreements with other bargaining units on campus come up for renewal, I will continue to be involved in discussions concerning the best approach to dealing with sexual harassment complaints, and will continue to argue for consistent and fair practice across the University.

Conflict of interest continues to be an issue for the office. In particular, conflicts of interest that arise in the context of sexual relations between teachers and students, or – more commonly – in the aftermath of such relations, are regularly referred to the Sexual Harassment Office. Sexual relations between consenting adults are within the purview of sexual harassment law only inasmuch as the "consent" is qualified by some measure of duress: in other words, where an individual consents to some form of sexual attention even though that attention is unwelcome. However, people continue to bring to the office their concerns about the general harm effected by teacher-student sexual relations, and to express their strong convictions about the impropriety of such relations. My own view is that we should not seek to regulate lawful sexual conduct, and that our focus on conflicts of interest in the professional arena is therefore an appropriate one. At the same time, I believe that these sections of our policies on conflict of interest are imperfectly understood, insufficiently advertised and in need of a general review.

#### *Committees*

The office contributes on a regular basis to the work of the Positive Space Campaign, the December 6<sup>th</sup> Committee, the Advisory Committee to the Student Crisis Response Programs, and two of its sub-committees, and the Taskforce on Criminal Harassment convened by the Community Safety Co-ordinator. I have also responded to occasional invitations to join the discussion within a departmental committee on equity or gender issues, and this year made submissions to the internal review of University of Toronto Police Services and to the external review of DisAbility Services to Students. I am a member of the Ethics Committee of the Ontario Gymnastic Federation and of the Homophobia Working Group of the Canadian Association for the Advancement of Women into Sport

and Physical Activity. I have also been the Acting Convenor of the Equity Issues Advisory Group since March 2000.

#### *Education and Public Awareness*

Public education is a continuing priority for the office, both as part of a preventive strategy and as a response to sexual harassment. Educational initiatives undertaken in the past year cover a wide range of issues and populations. Students may learn more about the office through residence don training, TA training, orientation activities, mentorship and peer counsellor training, and guest lectures; staff and supervisors may participate in department-based discussions, attend the Leadership Development Program or the Advancing Into Management Program run by the department of Human Resources, or organise workshops to deal with specific concerns they have. There is an ongoing need for training of new academic administrators and of supervisory staff, partly because such individuals have very particular responsibilities under the *Policy* and partly because there is fairly steady turnover in academic administration. Training for administrators is generally focussed on their specific obligations and on the practices they need to follow in order to meet those obligations. At the same time, the issue of sexual harassment generates considerable interest and argument, and these inevitably surface during workshops. For the most part, I think this is useful. The law is not always clear, and it is certainly not static; the facts of a particular case are rarely clear-cut; and the remedy to a particular problem is almost never self-evident. Education may directly deter people from engaging in harassing conduct, and it may indirectly equip people to deter others from harassing them; but these effects are hard to establish and still harder to measure. What public education can undoubtedly do is provoke people to inquire more closely and think more deeply; and this in turn can generate closer co-operation in addressing issues as they arise.

Paddy Stamp  
Sexual Harassment Officer  
August 2000



# Status of Women Office

## Activities 1999-2000 Priorities 2000-2001

The Status of Women Office was established in 1984. The mandate of the office is to address equity for women staff, faculty and students on all three University of Toronto campuses. Through its efforts in the last 16 years discussion and action has taken place around practices such as hiring equity, faculty retention, advancement of women through the ranks, pay equity, equity of the student experience and allocation of equitable resources.

### *The Status of Women Officer:*

The current Status of Women Officer is Dr. Judy Globberman, an Associate Professor in the Faculty of Social Work. The position as Status of Women Officer is currently a 60% appointment. The Administrative Assistant for the Status of Women Office is Barbara Mainguy and her appointment is 50%.

### *The Status of Women Officer:*

- Advises the President and other senior academic administrators
- Assists in the development of pertinent policies
- Offers individual advising and advocacy on issues of women's equity
- Assists in community development and education on equity on campus, through seminars, orientations, and discussions at the individual, committee, departmental and faculty levels
- Sponsors activities relevant to women

### *As a member of the Equity Issues Advisory Group, the Status of Women Officer:*

- Helps to provide an integrated response and framework for equitable practice to the President and the university community.

### *Activities and Priorities*

At the beginning of my term I undertook an extensive orientation session, both to introduce myself, and to get educated about the levels of campus culture with which I was unfamiliar. I met one-on-one with students, staff and faculty members, student organizations and senior academic and staff administrators on campus, and also presented a brief about the Office to, and solicited comments from various interested campus groups, including the Senior Management Group, various departments, staff and faculty associations. In the first four months I held over 100 individual meetings to learn about equity initiatives and issues at the University of Toronto. From the issues that came most frequently to my attention during these meetings, I derived priorities for the Status of Women Office for students, faculty and staff, and for the University as an institution.

At the end of this year, I convened a *Status of Women Office Advisory Council*, made up of many of the people with whom I had consulted throughout the year. The Council will provide a formal, ongoing interactive group of advisors and consultants, and will help to administer the working groups that have been set up to deal with some of the priorities identified.

The priorities of the Office can loosely be divided into two groups: those relating to the specific circumstances of the represented groups; and those concerned with ongoing community building and education activities, that address the need to create a university culture that is experienced as safe and equitable for women. There is certainly considerable overlap and dovetailing between issues, and also in the way in which the University plans its responses.

### *Students*

1. Women from under-represented and marginalized groups whose experience of the University of Toronto could be improved:

Women on campus are not a homogeneous group. Some women experience the university's systems and programs as unwelcoming and inaccessible due to differences in their life experiences, their cultural norms and expectations, their experiences of marginalization and discrimination, and their family experiences. For example, a number of women students on campus come from communities where families take active roles and responsibilities in their educational experience and this can clash with the university's expectations of student autonomy and independence from family, and as a result impact on women students' successful university careers. There is a serious interest from all constituencies to address the issues that have arisen and will continue to arise as we continue to improve diversity on campus.

- I have been meeting with faculty, staff and students about this, individually and in small groups, at all three campuses to develop strategies to help with the unfamiliar issues that appear at the registrar's office, at student services, at counselling and health services, at the departmental level, and in the classroom.
- Through the *Status of Women Office Advisory Council* we are establishing working groups on the three campuses to explore this issue, propose a consistent response, and to evaluate a need for systemic change.

2. Committees on Standing and Appeals Committee processes – developing a process to review:

There are many files going to Committees on Standing and Appeals Committees on all three campuses.

- A student was referred to me because she had an appeal rejected at UTM and was appealing the decision at Governing Council. I was asked, because the case represented an issue that has emerged for women from under-represented communities, to address this issue. I met and spoke with the student, the Dean, the Associate Dean, the Registrars staff, administrative staff in Student Affairs, the Chair of the Appeals Committee, a member of the Governing Council, the Director of the Academic Skills Centre, the student's professor, the cross-cultural counsellor

at the International Student Centre, and assisted the student in the process of taking the appeal forward to Governing Council. The Council approved her appeal, and was concerned about the issues the case exemplified for women from under-represented cultures. They asked me to write them a statement on the issue, which I did.

- Following this experience and working with the registrars and registrarial staff in the Faculty of Arts and Science, I was invited to propose a project to assess the Appeals and Petitions processes from the University standpoint and to analyze the students' petitions and appeals. The point of the research is to provide quantitative data about petitions and appeals that will allow us to consider appropriate interventions to make the university experience a positive and equitable one for all students.

3. Mentorship Proposal:

- Following discussions with College registrars, faculty, and with academic and counselling and learning skills staff on campus, I have developed a proposal for a mentorship program for under-represented and marginalized women students on campus. I have shared the draft of this proposal with many campus staff and faculty, and revised it accordingly; there is much expertise at the University of Toronto on mentorship programs. The proposal has been discussed with the President, the Vice Provost Students, and the Provost. We are currently developing a working group of interested staff, students, and faculty to further develop the project for funding in collaboration with the Institute for Women Studies and Gender Studies.

### *Faculty*

1. Equity in the Divisions:

Faculty members and representatives of individual faculties have met with me to discuss their concerns about pay equity and equitable work environments. There are still places in the University where equity is not to be assumed, and where cultures of resistance to equitable environments exist. I have met with a number of faculty and administrators about how to make their departments and faculties more equitable environments for women. I have also dealt with several specific cases in collaboration with the Sexual Harassment Officer, the Diversity Relations Officer at UTM, the Community Safety Officer and appropriate academic administrators.

The Women in Arts and Science Committee and the Faculty of Medicine's General Medicine gender equity committee (at the University Health Network) have completed surveys on faculty work experiences and environments and the Status of Women Officer has been involved in these initiatives.

I have also been consulting with the department of Family and Community Medicine Equity Officer as they address cross-cultural and family violence issues in medical student education and staff training.

2. Academic Administrative Work Load:

One of the most frequently expressed concerns by women faculty is the disproportionate administrative workload that they assume, and the impact this has on their academic careers, PTR and merit increases. Often expressed as an issue in conjunction with this, is the distinct lack of representation of women in the higher levels of departmental, faculty and university administration. The issue of women becoming burned out with committee work and inadequately mentored to take senior academic administrative positions has been identified. The Office has also dealt with cases where women faculty feel exploited and taken-for-granted.

- The Status of Women Office has formed a working group on the three campuses to focus on this issue.

- 3 Ad Hoc Student Advising and Support:

One of the concerns frequently expressed by female teaching faculty (and one that impacts on several other of the priorities outlined here) is the ever increasing amount of ad hoc advising that they have been taking on. Often academics, particularly those who are women from under-represented groups, find that they are considered a 'safe' place for students to go with problems (i.e. they might understand feeling oppressed). Women faculty from under-represented groups find themselves responding to student needs by offering "counselling", advising or just a listening ear. Student services and counselling services are overburdened at all three campuses, and it has become increasingly difficult for faculty to successfully refer students to places where their needs will be met.

A further difficulty is the type of issues with which students are dealing, which are very different from issues that have affected women at university in the past. These include increasingly, the clash between family and community expectations and those of the University of Toronto, poverty, competing commitments, and family stress (unemployment, single-parenting, family care).

Strategies that the Status of Women Office and the *Status of Women Office Council* are working on include:

- Orientations and materials to develop faculty awareness.
- Lobbying to increase cross-cultural counselling services on the campuses.
- Developing institutional responses to help staff, students and faculty negotiate diversity issues.

### *Administrative Staff*

1. Administrative staff members' experiences of their work environments:

My work with staff was delayed to an extent due to the negotiations between the University of Toronto administration and the United Steel Workers of America for the first staff contract. A number of administrative staff have communicated to me a sense that they do not feel respected and valued by faculty and students, and occasionally senior administrators, for having chosen administrative and secretarial careers. This is manifested in the experience of a lack of access to training, limited mentoring, inconsistent treat-



ment, and sometimes in discriminatory practices that result in staff feeling like second class citizens on campus.

- A working group will undertake to address these staff issues.

## 2. Ad Hoc Student Advising and Support:

Administrative staff, particularly women from under-represented groups on campus have also expressed similar concerns as women faculty around providing ad hoc support and advising to students. They have identified their need for support from academic colleagues, recognition for the difficult work they do and the time taken from expected job responsibilities, their need for training and mentoring, and the need to create effective institutional responses to students' needs.

## Other

### 1. Issues at UTM:

UTM became a focus as a place that exemplified the changing face of our students and the difference between the students and the faculty and staff. The Status of Women Officer and Administrator visited UTM monthly to meet with administrative staff, students, and faculty. In these visits it became apparent that attention must be paid to this campus, and to the similar issues on the St. George and Scarborough campuses. The issues that have primarily occupied the time of the Status of Women Office involve women in poverty and women from marginalized and under-represented groups who have experienced difficulties negotiating the university's systems.

- I have raised the issues in confidential memos to the President, Provost, and Principal of UTM and in discussions with a number of the senior academic administrators. Discussions are continuing with the Provost and Vice Provost Students, and I have met with Principal McNutt and Vice Principal McCormick.
- I have lobbied for an increase in the counseling services at UTM, and drawn attention to the overburdened student services on campus, particularly at UTM.
- The Status of Women Officer has met regularly with the administrative staff at UTM who do the difficult front-line work with students and faculty and the Officer continues to have very positive relationships with these individuals and offices (Registrar, Academic Skills Centre, Health Centre, Family Care Office).

### 2. Orientations:

Issues faced by University members have become increasingly complex. Many faculty and staff have voiced the idea that orientations are a natural opportunity to convey information about equity, and

about University resources. With the EIAG, the Office is promoting a re-examination of the orientation process, and possibilities to make it more proactive and useful.

## Ongoing Activities

In addition to the specific issues addressed above, the Status of Women Officer has participated in a variety of ongoing initiatives. These include:

### Administrative Liaison

- To orient myself to the activities of the senior administration, I regularly attend meetings of PDAD&C, Academic Board, University Affairs Board, and Governing Council.
- I have provided written 'equity responses' to the Provost on the current five-year divisional 'Raising Our Sights' plans.
- I acted as an assessor to the Task Force on Graduate Student Financial Support.
- I participated in meetings with the *Women in Arts and Science Committee*, which developed a survey of faculty in Arts and Science (modeled on the MIT survey).
- I participated in an external review committee meeting on women in engineering as part of the Faculty of Engineering's external review process during their *Raising our Sights* exercises.
- Individual case work and advocacy. Twelve women have come to me in the past year, from staff, students, and faculty, on an individual basis for assistance on a variety of issues related to equity on campus. Through handling these situations I was involved with many university staff and faculty and spent a total of 45 hours on their cases. It is in part these individual meetings that have drawn my attention to some of the institutional issues we face.
- The Status of Women Officer and Administrator visit UTM and UTS campuses once or twice a month, where we have held:
  - lunches with faculty (particularly new faculty), student leaders, and administrative staff;
  - meetings with groups of faculty interested in particular issues;
  - individual staff, faculty and student meetings; and
  - meetings with senior academic and staff administrators, to learn about equity issues, provide orientations and information about equity, develop strategies to address equity, and problem-solve around particular issues.
- I helped prepare the equity response to *Excellence in Teaching and Learning* document in collaboration with the EIAG. The Equity Issues Advisory

Group met the Provost's committee to develop a plan for enhancing teaching and learning at the university. We reviewed and critiqued their proposal.

- I continue, with the Equity Issues Advisory Group, to develop and promote collective equity at the University of Toronto. This includes educational efforts such as workshops, presentations at student, staff and faculty orientations, and individual and small-group meetings either by myself, or with other members of the EIAG.
- I participated in the planning committee for the workshop *Careers for Women in the Academy* and provided a workshop on mentoring.
- The Status of Women Office helped to coordinate *Take Our Daughters To Work Day*, taking a leadership role in programming the keynote speaker and designing the activities for the day.

## The Future

### The Status of Women Officer and Administrative Assistant will:

- develop and implement the five working groups;
- provide consultation and leadership on equity issues for women students, staff, and faculty, particularly those from under-represented and marginalized groups;
- provide advice to the President and senior academic administrators;
- develop issue responses and working papers to activate administrative response to equity issues at the University of Toronto;
- develop the *Mentoring for Women Program* in collaboration with the Institute for Women's Studies and Gender Studies;
- participate in the planning committees for the Centenary Lectures with the Institute for Women's Studies and Gender Studies;
- participate as a member of the Council for the Institute for Women Studies and Gender Studies;
- develop the survey of petitions and appeals in the Faculty of Arts and Science;
- continue to be involved in planning December 6<sup>th</sup> Events;
- in collaboration with The Institute for Women's Studies and Gender Studies, plan Take our Daughters to Work Day;
- further develop the collaboration with the Institute for Women's Studies and Gender Studies;
- continue to attend PDAD&C, Academic Board, University Affairs Board and Governing Council meetings, and begin to attend HRMB and SMG meetings;
- develop new initiatives such as awards for staff and students who contribute to the development of the University of Toronto's equitable community;
- further develop the relationship between the Status of Women Office and the Status of Women Committee of UTFA;

- hold regular Status of Women Office Council meetings;
- continue to participate in and plan orientations, workshops, educational seminars, meetings with the three campus constituents, and committee work, as addressed above
- continue to develop responses, interventions, and initiatives with the Equity Issues Advisory Group.

## Community Building

It is clear that in spite of much of the excellent work that has been done in the past, in regard to specific issues for women on campus there is work to be done if the University is to be responsive to the very real concerns of women in the large institutional learning environment. It has become very clear in the past year that there is a need for community responses to some of the issues identified above for women from under-represented and marginalized groups.

The University of Toronto as a whole needs to send a top-down message that issues of equity are non-negotiable in the context of students' safe learning experiences and faculty and staff development and progress through the ranks. This can be accomplished through a high profile given the equity officers and through resources to student services and continued support to continuously raise the bar in institutional awareness, anti-oppression practices, and accommodation of diversity.

## The Staffing of the Status of Women Office

In the review of the Status of Women Office in 1999, it was suggested that the Office: increase the profile of the office on campus; take on issues related to staff and students, particularly those in under-represented and marginalized groups; have a visible presence at UTM and UTS, and be returned to 100% complement. However, in the President's response there was an expectation that by removing some of the Office responsibilities (for some events and issues such as recruitment) the workload would decrease dramatically, and returning the Office to 100% would not be necessary. However, increased involvement in campus culture, and the resulting higher profile at all three campuses has dramatically increased the ongoing workload of the Office.

The Status of Women Officer is currently a 60% FTE appointment (with the other 40% managing her research and scholarship as an Associate Professor in the Faculty of Social Work), with an Administrative Assistant who is 50%. In spite of the number of initiatives that the Office was able to undertake, many would have advanced more quickly, and more could have been undertaken if the resources allocated were more seriously aligned with the expectations. If the Status of Women Office is to continue to properly fulfil its mandate, it is critical to re-open the discussion of the FTE status of the Officer and Administrative Assistant.











# WISDOM OF THE ANCESTORS

*Native elder Lillian McGregor draws on her heritage to guide U of T's aboriginal students*

BY ANJALI BAICHWAL

CALL HER GRANDMOTHER, PLEASE. LILLIAN MCGREGOR may be the elder-in-residence at U of T's First Nations House, but her title of choice is *grandmother*. "Grandparents carry on the traditions, the knowledge of our ancestors, our background," says McGregor. "That knowledge must be preserved."

It's a simple philosophy but it can get lost in our complicated world today, she argues. There are too many distractions, too many labels, too many messages, too much technology and not enough face-to-face communication. "We have to learn to communicate with each other again — about the basics, our culture, our practices — about the values and teachings that our grandparents taught us."

So for the past six years, from a tiny third-floor office in First Nations House on Spadina Avenue, McGregor has been working to preserve that grand tradition, providing the sage counselling and wisdom of a grandmother to U of T's native students. They come to talk to their grandmother in an informal, open setting about finishing their education, their battles to stay true to their aboriginal roots and the challenges of living in a big city. "She's a remarkable resource to our native students," says Anita Benedict, who heads U of T's aboriginal student services and programs office. "They really trust and listen to her."

They should. McGregor's been there herself — young and alone in a big city, trying to finish an education, a minority fighting to preserve her own heritage while assimilating in a society that in her youth was outwardly racist towards native people.

McGregor's journey to Toronto began on the Whitefish River Reserve on Birch Island near Manitoulin Island, where she was born in 1924. An Anishnabai and member of the Crane Clan, her father ran the local post office and her grandmother was the area mid-wife, steeped in knowledge of the traditional medicines. McGregor grew up speaking Ojibwa and was the first in the area, along with her cousin Florence, to complete Grade 8. "I was always mindful of the wisdom of my parents, particularly my father, who encouraged me to finish my studies," she says. She completed an exam that gained her admission into high school 18 miles from her reserve. She struggled to keep her traditional ceremonies at home despite church and government attempts to outlaw them.

As a high school student in the late 1930s, and in an effort to learn English, McGregor worked at a local tourist lodge with her mother. There McGregor was approached by a Toronto family who offered her a job in Toronto looking after



their children. She took the chance and while she worked, she completed high school. At a time when there was no government money to pay for her tuition — only her determination and her father's value for education — McGregor eventually completed high school and earned a nursing diploma. She married, raised three sons, worked as a visiting nurse and later at a nursing home for the elderly until her retirement in 1990.

During her career McGregor made it her mission to work as hard as possible to preserve native culture by volunteering for a number of community organizations such as Nishnawbe

Homes, the Native Canadian Centre of Toronto and its Elders and Traditional Teachers Council. Since her retirement more than 10 years ago, the 76-year-old has continued to volunteer as well as to act as a spokesperson and lecturer on native culture. She's also written countless articles on native culture including a regular column in First Nations House's newsletter, the *Eagle's Cry*.

In 1993 she was asked to be U of T's first elder-in-residence, a position she accepted eagerly. "We have elders, the grandmothers in our own communities. U of T's native students are their own community. They need their own grandma."

As First Nations House's resident grandma, McGregor's takes appointments once per week and those days are typically crammed. "But she'll always make time for a young person who wants to get in to see her," says Benedict. "She offers what we used to get from our grandmothers, primarily wisdom. She takes on their issues as if they were her own children and she is never judgemental."

"I use the traditional teachings," explains McGregor. "I try to get them to think of the right questions to ask themselves." And why do they listen? Because, she says, "I tell them, I'm your grandmother. Your auntie. Your older sister."

Though a stroke and a lifelong battle with diabetes would slow down most women McGregor's age, she shows no sign of curtailing her activities, including making regular visits back to Birch Island. "I'm happy when I'm busy," she says.

In 1996 McGregor was awarded an Outstanding Achievement Award by the Ontario Ministry of Citizenship, Culture and Recreation for her efforts in volunteering in the native community. She was also presented with an Ontario Institute for Studies in Education of U of T Distinguished Educators Award in 1997. In 1996 a scholarship was established in her name. Each year the Lillian McGregor Award of Excellence at the University of Toronto is awarded to a native woman studying at U of T who has demonstrated academic excellence, community service and financial need. The award recognizes "[McGregor's] commitment to native education, the spirit of excellence that characterizes her activities, her love of the youth and her abiding faith in the community she serves so actively."

JEWEL RANDOLPH



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Please be advised that effective January 5, 2001, the Caretaking Services Division of Buildings and Grounds will be responsible for the collection and disposal of Lost and Found articles from all buildings on the St. George Campus, with the exception of areas not serviced by Facilities and Services. In the event of a lost article, the following process should be followed:

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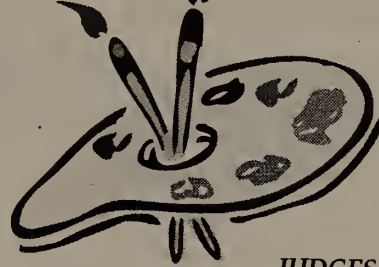
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Talking Depts. of Psychology &  
Otolaryngology, Queen's University

Sunday 11 February at 3 p.m. **Barbara W. Murck**  
More from Loess: Battling soil erosion in the Loess Plateau of Northern China Dept. of Earth Sciences,  
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Sunday 18 February at 3 p.m. **Joan Klaassen**  
Facing the climate change challenge in southern Ontario Atmospheric Sciences Division  
Meteorological Service of Canada - Ontario Region Environment Canada

Sunday 25 February at 3 p.m. **David E. Baldwin**  
Fusion energy research: What? Why? When? Senior V-P, Fusion Group,  
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Sunday 4 March at 3 p.m. **Timothy G. Myles**  
Block-wide termite control is a reality Faculty of Forestry,  
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Sunday 11 March at 3 p.m. **Pippa Wyson**  
"Ask Pippa" - Live! Science Reporter  
(for young people 7-12 +)

## Geoscience Chair Created

BY FRANCINE KALOGRIS

THE UNIVERSITY OF TORONTO'S geology department has received a \$1-million gift that will create a new chair and enhance research in the earth sciences.

The McRae-Quantec Chair in Geosciences in the Faculty of Arts and Science was established by Robert McRae, chair of the Canadians Resident Abroad Foundation (CRAF), a private Canadian charitable foundation, and named jointly in honour of McRae and Quantec Geoscience Ltd., an Ontario-based international provider of high-tech geoscience

services to an array of resources exploration and environmental geoscience companies. The gift will be matched by U of T.

This is the second geology chair funded by McRae. The Dr. Norman

in supporting the geological training of students from developing countries.

"I have always had a keen interest in geology," McRae explained. "Helping U of T attract top faculty and students from around the world and offering them an opportunity to learn the importance of this field through innovative research is rewarding."

The endowment will also create a new position at the assistant professor level that will allow the department to move into "new areas of research in earth and planetary materials," said Professor Jeff Fawcett, chair of geology and the inaugural holder of the McRae-Quantec chair.

UNIVERSITY OF TORONTO  
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Keevil Chair in Ore Genesis Geology was established in 1996 by CRAF and McRae, who have backed several projects at U of T totalling more than \$3 million. McRae's other gifts have placed priority on graduate students studying geology at U of T and are an example of his strong interest

## New Risk Management Chair

BY CRISTINA CORAGGIO

MANAGING RISK IN THE volatile world of capital markets is at the root of a new \$3-million chair in derivatives and risk management at the Joseph L. Rotman School of Management.

Made possible by a \$1.5-million gift from Maple Financial Group and matched by the university the Maple Financial Group Chair in Derivatives and Risk Management will enhance the understanding of world capital markets and their products. It will also prepare

students for careers in risk management as well as derivatives trading, analysis and marketing.

The first chair holder will be Professor John Hull, director of the school's Bonham Centre for Finance. Hull is widely recognized for his work in market volatility, numerical procedures, modelling of interest rates, market risk and credit risk.

"By creating this chair we hope to enhance understanding of the changing dynamics of world capital markets and help develop graduates in Canada with more refined skills in financial engineering and risk

management," said David Roffey, president and chief executive officer of Maple Financial Group.

The chair holder's research will focus on predicting capital market trends, developing new techniques for evaluating derivatives and their use in various areas such as corporate finance and investments.

Maple Financial Group Inc., a financial services holding company, owns Maple Bank with operations in Germany, Toronto, New York, London, Frankfurt, Milan and Amsterdam, and Maple Trust, the largest independent mortgage lender in Canada.

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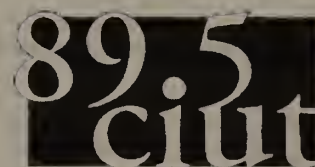
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March 15 **Dr. Morton Beiser:** The Effect of Racism on Mental Health

April 19 **Dr. Anne Bassett:** Localizing The Schizophrenia Genes

May 17 **Dr. George Adams:** Patent, Publish and Prosper-Knowledge  
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# O WOE! O IGNOBLE REJECTION!

*Or, how a mild-mannered Literary Gentleman came to Publishing Grief..*

BY ANDREW PATENALL

ALTHOUGH MOST OF MY DISTINGUISHED colleagues have probably never experienced the little sting of publishers' rejection letters, some of us have a binder somewhere filled with these funereal notes. They are all much the same: great enthusiasm and bounteous gratitude is expressed for the privilege of considering the latest opus, *but* "your manuscript does not fit our corporate strategy," or "we have all the gardening titles we can use at this time," or "our consultant, Dr. X, thinks your critical position unfashionable, untenable and irrelevant," or "Are you crazy? There isn't an institution on the planet that would buy this book," or "we've been warned about you..." and so forth and so on.

So, rejected and dejected, one self-medicates and takes up the next undergraduate essay on the pile and wonders how to break the news to the writer that, despite a mischievously misleading surname, the author of *Ozymandias* was, in fact, a *he* and not a *she*.

However, a new and sinister note has entered the correspondence of rejection. I have lately received a rejection that has made me doubt that the stars are fire.

For the past few years I have toiled honestly and carefully to locate and edit 11 stage adaptations of Dickens' *Nicholas Nickleby*, all composed between 1838 and 1876. (Remember the dates: they are important.) Ten are in English, one is in French. Most have never been printed. They are accompanied by three highly significant appendices and a 40-page preface, elaborately describing the provenance of the plays, and cunningly pointing out that they are essential ornaments to a Dickens-lover's bookshelf and a veritable *vade mecum* for historians of Victorian theatre, drama, literature, social manners, the Second Reform Bill, the influence of photography on the novel and more or less anything else.

Moreover, the preface is filled with those glittering *aperçus* so characteristic of the work of the English department; nothing, of course, quite as monumental as "The Medium is the Message" — which is to English studies what the discovery of insulin is to medicine — but nevertheless a well-seasoned essay that would blind the reader to the fact that these 11 plays are, actually, merely grotesque butcheries of a novel which remains one of the enduring glories of 19th-century art.



Last August, drained by the delivery of this long-gestating creature — beautiful, as all creatures are to their parents — I knew the time had come to persuade publishers that here was the manuscript that would change their fortunes; the Harry Potter of the academic world was waiting and public readings in Skydome would be just a prelude to phenomenal sales that would enrich the chosen publisher obscenely, and provide the university with an endowment for which obsequiously leering administrators would grovel in the manner of Uriah Heep.

By summer's end, the story of this project — grandly entitled *Nicholas Nickleby and the Literary Gentlemen* and subtitled, as all the best books are, *Eleven Victorian Dramatisations of Charles Dickens' Nicholas Nickleby* — had found its way to Great Clarendon Street and the Oxford University Press. The table of contents specified the texts in detail and an artful accompanying letter explained everything from the allusiveness of the

title to the fact that since Oxford not only had much Dickens in its list but also the most extensive collection of Victorian theatre and drama texts (that's important, too), the project would be completely at home there.

In early October, a letter from the secretary to Sophie Goldsworthy, chief editor, humanities, arrived. It remarked that "Ms Goldsworthy will write to you more fully once she has had the opportunity to assess your proposal. I should say that the department is extremely busy at present, so I hope that you will be able to bear with us." Oh, yes, Ms Goldsworthy, take your time! Your names even suggest a combination of wisdom and commercial acuity! Savour the delights of mid-century hack-writing! Marvel at the Ralph Nickelby who repents, yes, repents, in the 1876 version! Let your eye moisten as you contemplate the actresses who portrayed "poor Smike" — or "le pauvre Smeek" in the Paris version! — the same Smeek who is discovered, in the play's final scene, to be the long-lost Milord Clarendon, yes, Milord Clarendon! (O happy accident!) Take all the time that is needed: and then, and only then, write fully!

Ms Goldsworthy wrote fully in December. Here is the letter in its entirety:

"Dear Andrew Patenall,

Thank you for your proposal for a book entitled *Nicholas Nickleby and the Literary Gentlemen*.

I was interested to read the proposal, but I'm afraid that Oxford University Press does not publish contemporary drama.

I'm very sorry about this, but thank you for your interest in Oxford, and I do wish you much success in placing your book with a publisher.

Yours sincerely,"

Self-medication has not helped this time. I am currently seeking a postmodern support group. And a publisher of contemporary drama.

*Andrew Patenall is a professor of English and drama at Scarborough.*

MIKE CONSTABLE

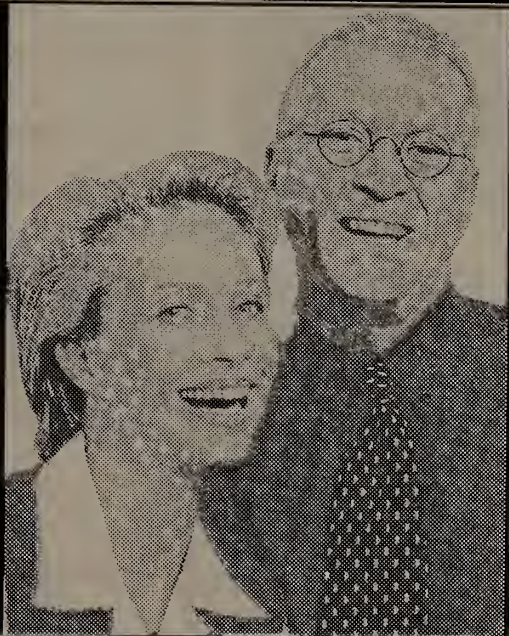
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## FROM AGGRESSION TO ECSTASY

**Aggressive children bad, sad and rejected**

Violent young children are really sad children, says Professor Anthony Doob, so criminalizing their behaviour will not solve the problem.

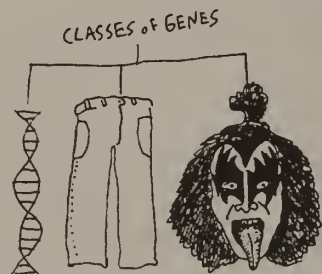
"Aggressive 10- and 11-year-olds say they feel rejected by their friends, by their school and by their parents," said Doob, who conducted the research at the Centre of Criminology along with colleague Professor Jane Sprott, now at the University of Guelph. "Punishing them through the youth justice system risks adding rejection by society to the list."

Doob and Sprott examined data about more than 3,400 10- and 11-year-olds from Statistics Canada's National Longitudinal Study of Children and Youth to test the assumption that aggressive young children generally have high self-esteem. They compared the children's perceptions of themselves with those held by their parents and their teachers. "These kids often look happy-go-lucky to us," Doob said. "They strut down the road with their baseball caps on backwards and look as if they're happy. But as soon as we ask anyone who knows about them, we get quite a different picture of the individual kid."

Doob said that while there are calls from time to time to criminalize violent acts by young children, a 1999 Department of Justice public opinion poll indicates the public has little desire for this option. Only 23 per cent of Canadians said they preferred this approach when given the alternative of having the child dealt with through the child welfare or mental health systems. "It's absolutely clear they want something done. But when asked to make a

choice, the public actually understands that these kids can be dealt with another way," he said. "A 10-year-old who is violent is not just the smaller version of a 25-year-old who is violent."

JUDY NOORDERMEER

**Helping medical researchers classify genes**

Medical researchers may soon be getting a helping hand when it comes to identifying genes that are linked to illnesses, thanks to a new micro-array software program developed by a U of T scientist.

Part of the difficulty in gene research today is properly identifying and classifying genes into categories, said Reza Emami, an associate in mechanical and industrial engineering. The task is made more difficult by the fact that most organisms are made up of thousands of genes, while the human genome contains almost 100,000 genes, resulting in millions of data points. Rather than looking at each gene individually, the micro-array system and its analysis software look at the entire genome of each organism and group similar genes into "families."

"When you look at things like viruses or tumours in cell development, only a limited number of genes really impact on the cell," Emami said. "What this work does is help weed out the so-called 'irrelevant'

genes and identify the ones that have a legitimate impact. When you're able to put these genes into meaningful families, you can then find ways to manipulate their process in cells, leading to new areas of research and treatment."

As well, by applying what Emami calls "fuzzy clustering" to gene classification, the software is also able to help medical researchers determine a realistic view of which different genes might interact on cells and cause diseases.

JANET WONG

**Emphasis on "club drugs" misleading**

In a study of two Ontario university campuses, researchers found there have been no rape charges involving drinks laced with "club drugs." The U of T researchers are questioning why universities continue to make these drugs a major focus of their student safety programs.

"There is so much focus on date rape drugs because the media and the Internet are constantly looking for new risks that are newsworthy," said criminology professor Mariana Valverde, whose research was published in the November issue of the journal *Economy and Society*. "This detracts attention from the real problems that can lead to date rape such as sexual assaults involving alcohol." She believes that education practitioners are being influenced by the media's emphasis on "club drugs" and are using this information to educate students on its dangers without doing any fact checking.

Valverde and PhD student Dawn Moore spoke with university health and safety officers and gathered information from Canadian university Web sites and online newspapers

about the perceived risks associated with date rape drugs and how they inform students of these risks. They found that almost all of the information warned students of the perceived dangers — yet according to sexual assault police squads in Toronto and university campus police, there has not been one conviction of date rape resulting from "club drugs" such as Ecstasy and Rohypnol.

Paying more attention to the actual crime being committed rather than waging a war on drugs is essential Valverde said. "If a man wants to rape a woman, he will use any means that are available," she said. Valverde argues that more resources should be spent examining actual experiences of women and using this information to develop more effective safety programs.

SUE TOYE

**Native farming dates back 1,400 years**

Archeology and physical geography researchers have discovered the earliest evidence yet of agricultural activity in southwestern Ontario dating back 1,400 years.

"So far we have found that the Princess Point people, who existed in the Grand River area from AD 500 to AD 1100 before the Iroquoian, were the first to instigate the planting of corn on flood plains," geography professor Joseph Desloges said.

Due in large part to the fact that the river valleys were in an uncharacteristic period of calm with no serious flooding, humans were able to utilize the river embankments for agriculture, he said, adding that well-preserved remnants of these ancient corn crops can still be found in this area.

The Grand River makes an interesting lab for researchers because the lower Grand has undergone relatively slow physical changes over the years, contrary to the way many rivers evolve, Desloges said. "New exploration methods such as ground penetrating radar have allowed us to examine the composition, architecture and age of the flood plain."

"We want to know the origin of Iroquoian culture in southern Ontario and what the environmental factors were that may or may not have influenced how these human occupations occurred," said Professor Gary Crawford of archeology, a member of the research team.

Previous research on early corn agriculture focused only on the Iroquoian communities who came after the Princess Point people. This new research by Desloges and his team not only pushes back the clock on the establishment of agriculture, it details the transition of the Princess Point tribes from a hunting and gathering society into an agricultural one.

"This is one of the first examples that we see a group in the lower Great Lakes region coming together to form an agricultural community," said Desloges. "By studying this evidence we are seeing a major change in human culture in Canada and it helps us understand the links between these people and the environments they occupied." This research was funded by the Royal Canadian Geographic Society, the National Geographic Society in the U.S., the Social Sciences and Humanities Research Council and the Natural Sciences and Engineering Research Council.

MICHAEL RYNOR

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## LETTERS



### WORLD-CLASS UGLINESS

I must admit that my initial reaction to the new Graduate House at Spadina and Harbord was horror. I tried to console myself that perhaps the perceived world-class ugliness of the structure was because the building was not finished. Sadly, that consolation proved to be brief: apparently what we now see is what we get.

I am pleased that my colleagues in architecture have now written in this paper and elsewhere about the wonderful esthetic virtues of the building, aspects to which as a mere scientist I had previously not been sufficiently sensitive. Others in the popular press have been echoing this positive opinion about the building.

Apparently besides making an important statement (presumably a statement about some issue of which I am not aware), the building is also a welcoming and exciting place for people.

I now turn to these colleagues and their friends with my last unanswered question about this magnificent structure: What is it about making this building a people-welcoming esthetically wonderful structure that made it impossible to include a bus shelter for people waiting in the cold for the Wellesley bus? Was the architect afraid that such a shelter would make it too easy for people to get far, far away from the building?

DAVID HARRISON  
PHYSICS

### CASE CRACKED, ALMOST

Part of the mystery is solved (Mystery Man, Nov. 13). The head is undoubtedly of John McMurren. He attended Whitney public school at the same time I did and, I think, Jarvis collegiate. He was never a student at U of T. The part of the mystery that is still awaiting a solution is how his head came to be at University College.

I recall doing two others while I was a student at UC. One was of Dr. Gilbert Bagnani who taught Greek and Roman history. He was brought up in Italy, spoke about eight languages fluently and when he became old enough to attend a university he looked forward to using its library and seeing the originals of many of the books, he had already read.

The other was a British composer, pianist and singer. That head won first prize at a Hart House art show and is now in England. Michael Head was very popular in Canada and elsewhere. He gave concerts of songs he had written and played them as he sang. He was an adjudicator at Kiwanis music festivals and that is where I first met him.

To go back to John McMurren; one of his legs was 11 inches shorter than the other as a result of a birth injury. This did not prevent him being a fire ranger and wielding an axe to clear portages. In later life a prosthesis was made but the leg became cancerous. The cancer spread and killed him.

More recently the university acquired two more heads of mine. One was of Bora Laskin who was chief justice of Canada when he died. He was a professor of law at U of T, recruited or attracted to the university by the incoming dean, "Caesar" Wright. A couple of years ago the Class of 1956 asked me to do a head of Caesar Wright for Flavelle House. It is a large head and stands in the main way to the Bora Laskin Library.

KENNETH JARVIS  
TORONTO

### FREEDOM OF SPEECH MUST BE UPHELD

While I condemn the tone of Professor Charles Rackoff's remarks on the memorials for the Montreal murders, I am also disturbed by President Robert Birgeneau's remark, reported in the *National Post* Dec. 8 about the "difficulty in balancing deeply

disturbing views expressed by members of our community with the university's fundamental principle of free speech."

The president's use of the term "balance" seems to imply that if a view is sufficiently "deeply disturbing" to a sufficiently large number of individuals, this can outweigh ("on balance") the principle of free speech.

Unless an opinion is actually illegal (e.g., is deemed so under Canada's hate speech laws), in which case there is no issue of "balance," the principle of free speech should hold no matter how offensive both the form and the content of the stated opinion may be, especially in a university. In other words, in Canadian society, and especially at a university, if speech is legal, it is free and nothing needs to be weighed in the balance. This principle applies, by the way, not only to faculty but also student members of the academic community. It is up to individuals to judge the tone and content both of Professor Rackoff's remarks as well as of the two-metre F— off Rackoff banner that students hoisted in reply; the administration should unequivocally defend the academic freedom of all on campus without invoking concepts like "balance."

Recently all Canadian campuses have introduced speech codes (i.e., policies that restrict not only offensive behaviour but also offensive speech) that go beyond off-campus legal restrictions and that have justified the comment that these campuses are "islands of repression in a sea of freedom." It is this Canadian campus context that requires extra vigilance on the part of the academic community, when the leader of Canada's leading university suggests that academic freedom can be "balanced" against the degree of offensiveness of an expression of opinion.

JOHN FUREDY  
PSYCHOLOGY

## BOOKS



**Bodily Charm: Living Opera,** Linda Hutcheon and Michael Hutcheon (University of Nebraska Press; 347 pages; \$40 US). A passionate defence of opera as a living and embodied art form, this book studies both opera's real bodies (those of singers and audience members) and its represented ones on stage in such operas as *Death in Venice*, *Salome*, *Rigoletto* and *Der Ring des Nibelungen*. The result of collaboration between a physician and a literary theorist, it brings together physiology and both "body criticism" and theories of representation.

**Indigenous Knowledges in Global Contexts: Multiple Readings of Our World**, edited by George J. Sefa Dei, Budd L. Hall and Dorothy Goldin Rosenberg (U of T Press; 432 pages; \$55 cloth, \$21.95 paper). Indigenous knowledges are understood as the common sense ideas and cultural knowledges of local peoples concerning the everyday realities of living. They encompass the cultural traditions, values, belief systems and world views that are imparted to the younger generation by community elders. Bringing new and complex readings to the term "indigenous," this collection of essays discusses indigenous knowledges and their implication for academic decolonization.

**Architectonics of Imitation in Spenser**, Daniel and Drayton, by David Galbraith (U of T Press; 312 pages; \$55). This study explores the treatment of the boundaries between poetry and history in three epic literary works: Spenser's *Faerie Queene*, Samuel Daniel's *Civil Wars* and Michael Drayton's *Poly-Olbion*. It argues that each of the three national poems enters into a dialogue with classical and more contemporary predecessors and that this relationship has profound implications for understanding the English Renaissance.

**Suppletio Defectuum Book 1: Alexander Neckham on Plants, Birds and Animals**, by Christopher J. McDonough (SISMEL, Florence; 183 pages; approx. \$51). This is a first edition of the poem composed in 1216 by Alexander, abbot of Cirencester, as a supplement to his monumental work, the *Laus sapientie diuine*. The introduction examines

the cultural background, the sources and the style of the poem. The text is accompanied by an English translation and a detailed commentary.

**Ptolemy's Geography: An Annotated Translation of the Theoretical Chapters**, by J. Lennart Berggren and Alexander Jones\* (Princeton University Press; 192 pages; \$39.50 US). This book presents an accurate English translation of Ptolemy's renowned treatise on cartography. Revising and bringing up to date the work of his predecessor Marinus of Tyre, Ptolemy drew a map showing the inhabited world as it was known to the Greeks and Romans of about AD 100-150. His book set out to enable anyone to reconstruct his map, providing a choice of suitable map projections, a data bank of about 8,000 localities with their supposed longitudes and latitudes and even appropriate captions for the maps.

**From Plant Data to Process Control: Ideas for Process Identification and PID Design**, by Liuping Wang and William R. Cluett (Taylor & Francis; 224 pages; \$75 US). This book introduces new ideas, techniques and algorithms to the areas of process identification and process control, two key components of process engineering essential for optimizing production systems. Several novel approaches are presented for identifying models of dynamical systems based on observed process input-output data and for designing popular PID control algorithms that make the dynamical system behave in the desired fashion.

**The Logic and Methodology of Science and Pseudoscience**, by Fred Wilson (Canadian Scholars' Press; 364 pages; \$69.95). This book examines the various norms for the logic and methodology of science, placing them in the context of the cognitive interests and explanatory ideals that motivate science. Various themes in the philosophy of science are examined including the views of K. Popper, T. Kuhn and L. Laudan. Also included are characteristic cases of pseudoscience including creation science, Lysenkoism, Velikovsky, UFOs and the ancient astronauts, astrology, parapsychology and various kinds of alternative medicine.

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**Dr. Will Cupchik, Clinical Psychologist.** Thirty-five years counselling experience. Adult, couple, teenage and inter-generational (i.e., adult child and his/her parent) psychotherapies. Self-esteem. Depression. Anger. Loss. Worry. Stress management. Coaching. Heart-healthy lifestyle changes. U of T extended health care benefits partially or totally cover fees. 250 St. Clair Avenue West. 416-928-2262.

**Psychotherapy and counselling** focused on helping you understand yourself, your relationships and your problems. Adults: individuals and couples. Dr. Evelyn Sommers, Psychologist. 416-413-1098. (Yonge/Bloor).

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**Full range of psychological services** offered by Dr. K. P. Simmons. Call 416-920-5303 if troubled by trauma, anxiety, depression, phobia or relationship issues. Location: 170 St. George Street, Suite 409 — Medical Arts Building.

**REGISTERED MASSAGE THERAPY.** For relief of muscle tension, chronic pain and stress. Treatments are part of your extended health care plan. 170 St. George Street (at Bloor). For appointment call Mindy Hsu, B.A., R.M.T. 416-918-8476.

**TREATMENT FOR ANXIETY.** Cognitive behavioral therapy for general anxiety, panic attacks, anxiety regarding health, anxiety in social situations, anxiety concerning work performance. Dr. Marsha Rothstein, Registered Psychologist, Certified Member, Academy of Cognitive Therapy. Yonge/St. Clair office 416-413-4900. U of T extended benefit coverage.

**MASSAGE** for aches, pains and stress. 31 years' experience. I will bill Liberty Health for the full cost. Kids need massage too. St. George/Bloor. Ann Ruebottom, B.A., R.M.T. 416-960-1768.

## MISCELLANY

**University Masonic Lodge.** Meetings 2nd and 4th Thursdays. Inquiries always welcome. Contact Roger Hansell, tel: 416-978-6409 or Scott Bukovac, tel: 416-467-1824, e-mail: scott.bukovac@utoronto.ca

**Lost — Gold-tone bracelet,** tubular, one side with etching, on December 6, 2000 in the vicinity of Philosopher's Walk, Bloor Street, or subway. If found, please contact: 416-978-3015 to return. Thank you.

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# EVENTS



## LECTURES

### Regulation of Vascular Endothelial Cadherin Complexes During Transendothelial Migration.

MONDAY, JANUARY 15

Prof. Bill Lusinskas, Harvard Medical School; Parke-Davis lecture. 2171 Medical Sciences Building. 4 p.m. *Laboratory Medicine & Pathobiology*

### Towards eHealth: The Promise, Perils and Paradoxes.

TUESDAY, JANUARY 16

Prof. Alejandro Jadad, health administration and anesthesia. 1105 Sandford Fleming Building. 3 p.m. *Nortel Institute for Telecommunications and Edward S. Rogers Sr. Department of Electrical & Computer Engineering*

### The Cartographic Impulse in Early Modern Lyric.

FRIDAY, JANUARY 19

Prof. Tom Conley, Harvard University. Lecture Theatre, Claude T. Bissell Building, 140 St. George St. 4:15 p.m. *Toronto Centre for the Book*

### The Cistercian Monastery of Zaraka: Recent Excavations.

WEDNESDAY, JANUARY 24

Prof. Sheila Campbell, museum studies program. Lecture Theatre, Royal Ontario Museum. 5:15 p.m. *Archaeological Institute of America, Toronto Society*

### Like Everyone Else, but Different: Paradox and the Sociology of Canadian Jews.

FRIDAY, JANUARY 26

Prof. Morton Weinfeld, McGill University. Room 240, 725 Spadina Ave. 2 p.m. *Ethnic, Immigration and Pluralism Studies*

## COLLOQUIA

### A Discussion of the Research Consent Process With Adult and Child Participants.

THURSDAY, JANUARY 18

Ruth Barton, Centre for Addiction & Mental Health. Theatre, Centre for Addiction & Mental Health, 1001 Queen St. W. 1 p.m. *Centre for Addiction & Mental Health*

### White, Blue or Red Mars? Some Thoughts on Early Martian Climate.

THURSDAY, JANUARY 18

Prof. Raymond Pierrehumbert, University of Chicago. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

### Making It Work: Proactive Tools for Avoiding Misunderstandings in Large Interdisciplinary Research Studies.

TUESDAY, JANUARY 30

Prof. Blake Poland, public health sciences, and Prof. Patricia McKeever, Faculty of Nursing. Dean's Conference Room, Medical Sciences Building. Noon. *Research Services and Research Office, Faculty of Medicine*

## SEMINARS

### Regulation of Developmental Timing by Tiny Regulatory RNAs in C. Elegans and Beyond.

WEDNESDAY, JANUARY 17

Prof. Gary Ruvkin, Harvard Medical

School. 968 Mt. Sinai Hospital. Noon. *Samuel Lunenfeld Research Institute*

### Sustainable Toronto: A Community-University Research Alliance.

WEDNESDAY, JANUARY 17

Prof. Beth Savan, environmental studies program, and Lois Corbett, Toronto Environmental Alliance. 2093 Earth Sciences Centre. 4 p.m. *Institute for Environmental Studies*

### New Targets for Anticonvulsant Drugs.

WEDNESDAY, JANUARY 17

Prof. W.M. Burnham, pharmacology. 4227 Medical Sciences Building. 5 p.m. *Toxicology Student Association, Pharmacology*

### Endothelial Cell-Specific Growth Factors, VEGF and Angiopoietin: How They Work Together.

THURSDAY, JANUARY 18

Dr. Gou Young Koh, Chonbuk National University, South Korea. 968 Mt. Sinai Hospital. 3 p.m. *Samuel Lunenfeld Research Institute*

### Plasticity in Inhibitory Transmission and Seizure Development.

THURSDAY, JANUARY 18

Prof. Norton Milgram, psychology, U of T at Scarborough. 3231 Medical Sciences Building. 4 p.m. *Physiology*

### Hemoglobin — Stabilization and NO Donation.

FRIDAY, JANUARY 19

Prof. Ron Kluger, chemistry. 105 Pharmacy Building. 10 a.m. *Pharmacy*

### The Role of the Conserved KVGFFKR Sequence in the Functional Regulation of the Platelet Specific Integrin $\alpha$ IIb $\beta$ 3.

MONDAY, JANUARY 22

Dr. Gillian Stephens, Royal College of Surgeons, Ireland. 968 Mt. Sinai Hospital. 1 p.m. *Samuel Lunenfeld Research Institute*

### Enzymatic Modification of Endotoxins.

MONDAY, JANUARY 22

Prof. Russell Bishop, laboratory medicine and pathobiology. 2172 Medical Sciences Building. 4 p.m. *Laboratory Medicine & Pathobiology*

### New Methods for Nonviral Gene Transfer.

WEDNESDAY, JANUARY 24

Prof. Scott Diamond, University of Pennsylvania. 116 Wallberg Building. 12:30 p.m. *Chemical Engineering & Applied Chemistry*

### Pharmacogenetics.

WEDNESDAY, JANUARY 24

Prof. Werner Kalow, pharmacology. 4227 Medical Sciences Building. 5 p.m. *Toxicology Student Association, Pharmacology*

### Elderly Women's Use of Drugs: An Exploratory Analysis Using the National Population Health Survey.

FRIDAY, JANUARY 26

Prof. Mark Rosenberg, Queen's University. 105 Pharmacy Building. 10 a.m. *Pharmacy*

### Reforming Global Governance.

FRIDAY, JANUARY 26

Gerald Helleiner, U of T; Robert O'Brien, McMaster University; Louis Pauly, U of T. 208N Munk Centre for International Studies. Noon to 2 p.m. To register e-mail [cis.general@utoronto.ca](mailto:cis.general@utoronto.ca). *International Studies*

### Modulation of MEF2 Transcription Factor Activity by Protein: Protein Interactions.

MONDAY, JANUARY 29

Prof. John McDermott, York University. 2172 Medical Sciences Building. 4 p.m. *Laboratory Medicine & Pathobiology*



## MEETINGS & CONFERENCES

### Business Board.

MONDAY, JANUARY 15

Council Chamber, Simcoe Hall. 5 p.m.

### Committee on Academic Policy & Programs.

WEDNESDAY, JANUARY 17

Council Chamber, Simcoe Hall. 4:10 p.m.

### Planning & Budget Committee.

TUESDAY, JANUARY 23

Council Chamber, Simcoe Hall. 5 p.m.



## MUSIC

### FACULTY OF MUSIC EDWARD JOHNSON BUILDING

#### Thursday Noon Series.

THURSDAY, JANUARY 18

Maya Franser, violin; Canadian Music Competition Stepping Stone Winner. Walter Hall. 12:10 p.m.

THURSDAY, JANUARY 25

Works by student composers. Walter Hall. 12:10 p.m.

#### Choral Music on Campus.

SATURDAY, JANUARY 20

Artists in Song I. Elmer Iseler Singers; Lydia Adams, conductor. 8 p.m. Tickets 12, students and seniors \$6.

#### Opera Tea.

SUNDAY, JANUARY 21

Puccini's *La Bohème*. MacMillan Theatre. 2:30 p.m. Tickets \$25.

#### Year of the Piano Celebration Series.

MONDAY, JANUARY 22

Marc-Andre Hamelin, piano; recital will mark the dedication of the new Steinway in memory of Edith McConica. Walter Hall. 8 p.m. Tickets \$20, students and seniors \$10.

#### Small Jazz Ensembles.

WEDNESDAY, JANUARY 24

Favourite standards and student arrangements and compositions. Walter Hall. 8 p.m.

## PLAYS & READINGS

### The Comedy of Errors.

THURSDAY, JANUARY 18 TO

SATURDAY, JANUARY 20;

WEDNESDAY, JANUARY 24 TO

SATURDAY, JANUARY 27

By William Shakespeare; directed by Ron Cameron. Theatre Erindale production. Erindale Studio Theatre, U of T at Mississauga. Performances at 7:30 Wednesday and Thursday; Friday and Saturday 8 p.m.; final Saturday matinee

2 p.m. Tickets \$10, students and seniors \$7, Wednesday, Thursday and Saturday matinee; Friday and Saturday \$12, students and seniors \$8. Box office: (905) 569-4369.

### Laidlaw Library Reading Series.

TUESDAY, JANUARY 23

The Scholarly Process: From Idea to Book; Prof. Keren Rice of linguistics presents and reads from her latest book, *Morpheme Order and Semantics: Scope: Word Formation in the Athapaskan Verb*. 240 University College. 4 to 6 p.m.



## EXHIBITIONS

### JUSTINA M. BARNICKE GALLERY HART HOUSE

#### Women's Art at Hart House: Then and Now.

TO JANUARY 28

Selections from the Hart House Permanent Collection. Both galleries. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 1 to 4 p.m.

### ROBERTS LIBRARY

TO JANUARY 30

#### The Spiritual World of the Vikings.

Paintings and wood carvings. First floor.

#### Cyprus 35°N, 33°E:

#### The Land of Aphrodite.

Crafts, photographs, books. Second floor. Hours: Monday to Friday, 8:30 a.m. to midnight; Saturday, 9 a.m. to 10 p.m.; Sunday, 1 to 10 p.m.

### THOMAS FISHER RARE BOOK LIBRARY

#### The Culture of the Book in the Scottish Enlightenment.

TO FEBRUARY 2

In addition to printed works the exhibition also includes prints by Hogarth, glass enamel portraits by James Tassie and a replica of the Portland vase. Hours: Monday to Friday, 9 a.m. to 5 p.m.

### NEWMAN CENTRE Religious Works on the Christmas Theme.

TO FEBRUARY 2

Vladimir Prokhorov, Micheline Montgomery, Janna Krupko and Laurie Linhand Selles. Ground floor. Hours: Monday to Friday, 9 a.m. to 5 p.m.

## MISCELLANY

### Positioning Yourself for a Career in Academia: A Workshop for Women Graduate Students.

FRIDAY, JANUARY 26

First of a two-part series includes important information on post-doc realities, research grants and how to build a new future balancing work, life, health, family and activism. Noon to 5 p.m. Registration and information: [m.giamos@utoronto.ca](mailto:m.giamos@utoronto.ca).



## DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin offices, 21 King's College Circle, by the following times.

Issue of January 29, for events taking place January 29 to February 12: MONDAY, JANUARY 15.

## COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees. The deadline for submissions is Monday, two weeks prior to publication.

### SEARCH

CHAIR, DEPARTMENT OF PHYSICS  
A search committee has been established to recommend a chair of the department of physics effective July 1. Members are: Professor Carl Amrhein, dean, Faculty of Arts & Science (chair); Professors Michael Marrus, dean, School of Graduate Studies; Dwayne Miller, physics and chemistry; Jerry Mitrovica, Robert Orr and Louis Taillefer, physics; Norman Murray, Canadian Institute for Theoretical Astrophysics and physics; Barth

Netterfield, physics and astronomy; Mariel O'Neill-Karch, associate dean (humanities), Faculty of Arts & Science; and Samuel Wong, physics, U of T at Mississauga; and Sunny Arkani-Hamed, undergraduate student, and Etienne Boaknin, graduate student, physics.

The committee would appreciate receiving nominations and comments from interested members of the university community. These should be submitted to Dean Carl Amrhein, Faculty of Arts & Science, Room 2020, Sidney Smith Hall.

UNIVERSITY OF TORONTO

## THE BULLETIN

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WEB SITE: <http://www.newsandevents.utoronto.ca/bulletin>



The Bulletin is printed on recycled paper. Material may be reprinted in whole or in part with appropriate credit to The Bulletin.

Published twice a month, and once in July, August and December, by the Department of Public Affairs, 21 King's College Circle, University of Toronto, Toronto, M5S 3J3. EDITORIAL ENQUIRIES: 978-6981 • DISTRIBUTION ENQUIRIES: 978-2106 • ADVERTISING ENQUIRIES: 978-2106 • Display advertising space must be reserved two weeks before publication date. FAX: 978-7430.



# THE PRAGMATIC AND THE PURE

*What we love to teach is not necessarily what students need to know*

BY CONSTANCE ROOKE

WE ARE, TO SOME DEGREE, GUILTY AS charged of "structures" (departments, degree programs, etc.) that are largely geared to replicating the professoriate. We may have enacted in a too literal and prescriptive (and therefore counter-productive) manner, William Wordsworth's poetic faith, and I quote: "What we have loved/Others will love, and we will teach them how."

When one takes into account the proportion of our students who pursue graduate study in humanities and social science disciplines — between 14 and 17 per cent take master's degrees and only three per cent do the PhD — the status quo seems questionable. It appears that we are concentrating too large a share of our "design" energy (and our resources) on a minority of our students. If this educational track (a high degree of specialization at the undergraduate level) is not in fact optimal for the majority of our students, shouldn't we be asking ourselves what is optimal for them?

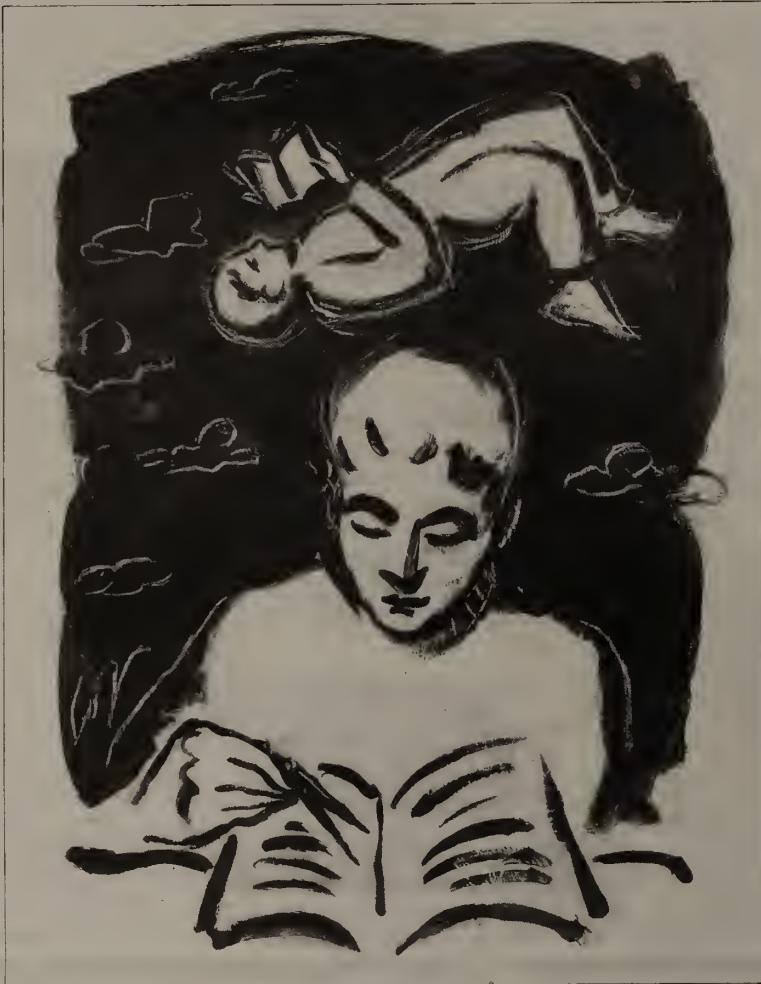
The problem is compounded by the fact that although specialization is prefaced — for the sake of "breadth" — by half a dozen introductory courses in an array of disciplines, those courses are too often focused on preparing students for advanced work within the discipline (learning the jargon and methodology it is believed they will need as specialists), despite the fact that five out of six students will go on to specialize in some other discipline.

The issue is not only one of numbers. The public (and our funding bodies) also regard the preparation of those other students (the majority who enter the workforce directly or pursue other professional/vocational training) as intrinsically more important than the preparation of those who are bound for the "ivory tower." It is clear that the public and our funding bodies are preoccupied with the relationship of education and the economy, with instrumentalist goals. I make this point only to recall the obvious temper of our times. We cannot ignore it. We do not have to accept it. Indeed, we must resist the reduction of education to its vocational and economic value. But we must respond on both fronts. It is both foolhardy and unfair to our students to do otherwise.

FORTUNATELY, WE DO NOT HAVE TO CHOOSE BETWEEN what David Bentley has called "humanities for the sake of the humanities" (the enrichment of consciousness) and the role of the humanities with respect to producing the communication skills, critical thinking, etc., that are of interest to business. We can make both claims — the pragmatic and the pure. And both ends can be better served by paying more attention — and attention of a somewhat different kind — to education in the humanities for students who will not go on to specialize in the humanities.

The world of work and the human spirit (overlapping categories, I would suggest) will both be strengthened if more people are led to care about the humanities. I am assuming here that the love of learning in the humanities and the acquisition of transferable skills develop best in tandem. The force of this claim is diminished when the humanities are too narrowly construed as guild or profession.

I am obviously not suggesting that we abandon preparation for graduate study in our disciplines. But I think we should ask ourselves whether we are not asking these students as well to specialize too much, too soon. I believe we are. I think a broader, deeper base would be better for the professoriate of the future. A shift of this kind would, of course, require that we adjust the expectations of our graduate programs — not as to standards, but as to the level of concentration required at point of entry. I would go further: I believe our graduate programs often foster an excessively narrow course of study within the discipline, thus compounding narrowness created at the undergraduate level and perpetuating it. I would modify both



in the interest of producing professors in the humanities who will have a better chance of generating student interest in the humanities, and a better chance of establishing an essential public role for the humanities.

I do not believe that highly specialized research in the humanities would wither under these reforms; I think it could actually be strengthened. A broader base can provide the context in which powerful links are made, strengthening a very particularized edifice internally and providing the "surround" that helps to establish its importance; it can also help to create the ability and the will to communicate more clearly to a wider audience.

## WE ASK OUR STUDENTS TO SPECIALIZE TOO MUCH TOO SOON

The argument for education in the humanities is most effectively — and, I think, most appropriately — positioned within the argument for liberal education. If we stake our claim within the more inclusive territory of liberal education, and can establish that as the best possible base for professional studies and vocational training and the changing world of work, we can become "central" again as an essential part of the centre. (I hope I have made clear that this instrumental claim is not the only one I would make.) We should also not mistake the centre of the university circle for the whole or be seen (in our efforts to defend that ground) to disparage the rest.

I do not believe that historical arguments for liberal arts as the centre of the academy can succeed. Science and social science and the humanities must occupy that centre together and be declared by us as occupying it together. Liberal education can, I think, be widely acknowledged as "central" — but only if we demonstrate its value more clearly and only if we do not attempt to devalue the rest.

We can establish the centrality of liberal education, and the need to support it adequately, only if we demonstrate clearly that liberal education delivers on its promises. The development of transferable skills (not the only promise, but a critical one) should be pursued more intentionally; it should not be assumed by us as an inevitable byproduct of disciplinary study. We should be looking at things like "skills transcripts" and exit-testing to assess and certify levels of attainment. And we should look at curriculum in a more co-operative, integrated, "horizontal" way, across courses and across departments, to ensure as far as possible that all the necessary skills and capacities are being developed in all of our students.

Another of the promises of liberal education is that it offers a broad intellectual base. But I must tell you that in defending liberal education, I often experience some dissonance between that breadth and the reality of what happens in our universities. Specialists may tend to associate "depth" with intellectual rigour and sophistication (higher level thinking, greater understanding) and "breadth" with superficiality. If there is only so much butter, and we attempt to cover the whole loaf, the bread will have to be very thinly spread. But in intellectual matters the situation is somewhat different: a broader view (of the discipline and beyond the discipline) can also make it possible to penetrate more deeply. My own view is that liberal education as currently practised in our universities is not "liberal" enough; it is too specialized — because we think this degree of specialization is good for students and because we think it's good for us.

I think we underestimate both our own ability and our students' ability to bring intellectual rigour to courses that are not designed for specialists. We move students quickly into specialization because we think that will stretch them intellectually as nothing else can. But we have also designed a highly specialized curriculum because universities are largely made up of professors with quite particularized intellectual passions. Most of us prefer to teach specialized courses in our own research areas at the upper level; that's where we feel most capable, most appreciated by students and most intellectually alive.

WHAT I AM SUGGESTING IS THAT WE SHOULD BOTH require more wide-ranging study and design more carefully more courses for non-specialists that are aimed at a higher level of understanding, many of which integrate perspectives from science, social science and the humanities. This would not be easy but I think it would be a good thing for students and faculty — and for the reputation of liberal education.

I also have a concern about two forces that may drive and shape interdisciplinary (as well as disciplinary) courses and programs in ways that are not optimal for students: the research agendas and ideological agendas of faculty. Clearly, the convergence of interdisciplinary research and interdisciplinary education is an excellent thing, but only to the extent that educational priorities are not skewed by the priorities of a research agenda. I believe that ideological agendas affecting interdisciplinary study are a legitimate force within universities; I reject an ideal of value-free "objectivity" in the professoriate. At the same time, I am concerned that common cause on political objectives plays too great a role in the creation and design of some interdisciplinary courses and programs. Again, my concern is that interdisciplinary courses and programs should be designed for students.

*Constance Rooke is president of the University of Winnipeg and a professor of English. This is an excerpt from an address she gave at a Social Sciences and Humanities Research Council conference held at Hart House in the fall.*